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ABSTRACT

This curriculum planning guide is one of seven publications designed to implement the Home-Oriented Preschool Education (HOPE) Program, which uses televised, mobile classroom, and parent instruction to educate 3-, 4-, and 5-year-olds. A description of the HOPE program is followed by a detailed list of program objectives and tasks divided into these categories: (1) Orienting and Attending, (2) Psychomotor, (3) Language, (4) Cognition, and (5) Affect. A list of objectives for parents contains three sections: The Child's Self-Image, Language and the Fine Arts, and The Environment. The master curriculum planning model, which outlines primary and secondary objectives and accompanying activities, television lesson scripts, a sample parents' guide, and a mobile classroom instructional guide makes up the last half of the publication. (SET)

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Home-Oriented Preschool Education

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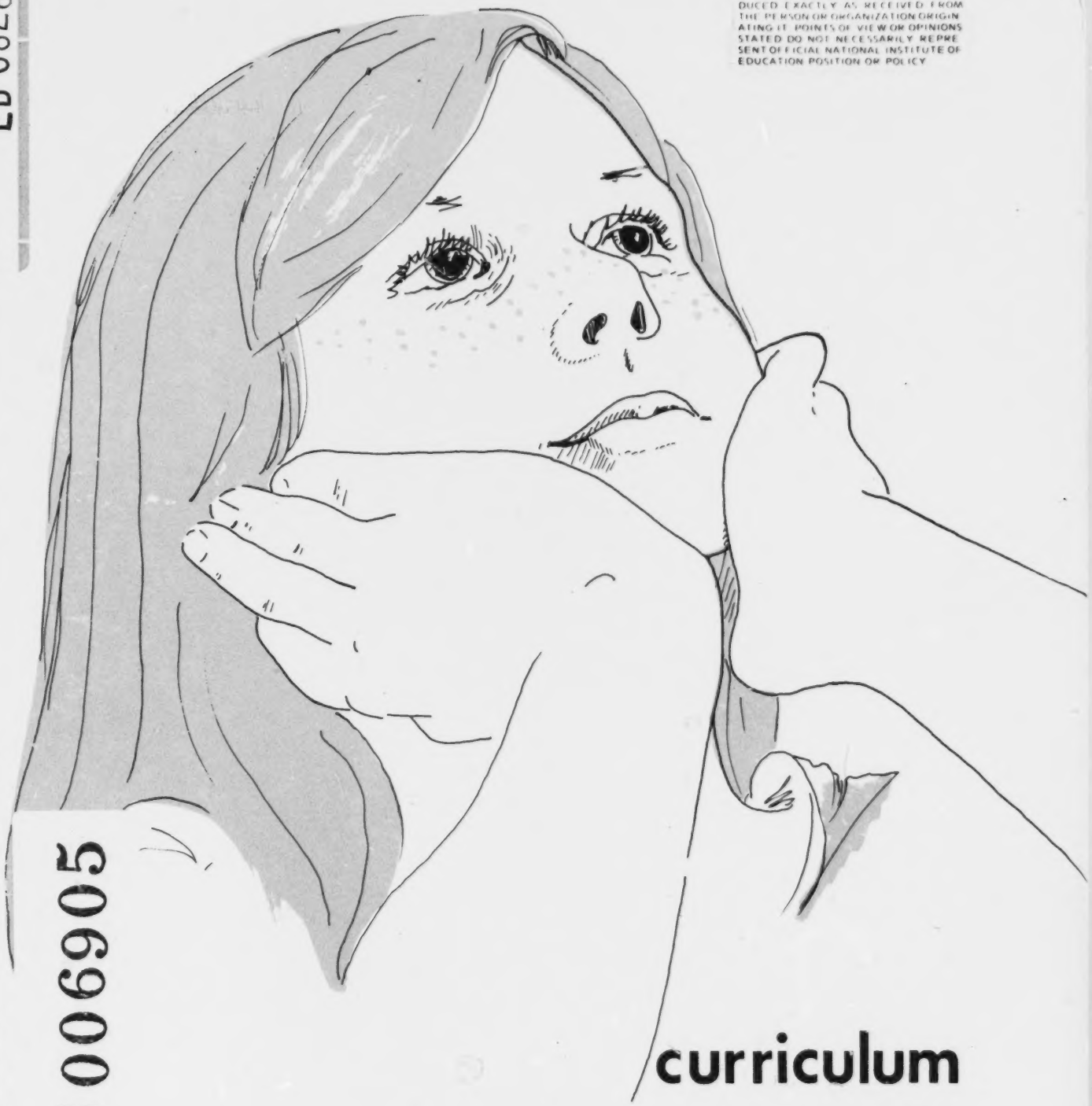

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curriculum planning guide

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Home-Oriented Preschool Education

Curriculum Planning Guide

Appalachia Educational Laboratory, Inc.
Charleston, West Virginia
1972

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Foreword

The Curriculum Planning Guide has been developed specifically for the early childhood education specialists who prepare materials for the Home-Oriented Preschool Education (HOPE) Program. In addition to the program description, this document presents the rationale for selecting program objectives and lists objectives as they have been revised on the basis of HOPE development and field tests.

The guide is one of seven publications prepared by the Appalachia Educational Laboratory to assist in setting up a Home-Oriented Preschool Education Program according to findings of the program's three-year field test and one-year operational test in demonstration centers. It is designed as a companion document to the Materials Preparation Guide.

The complete set of guides, manuals, and handbooks for use in the HOPE Program includes the

Program Overview and Requirements

Field Director's Manual

Handbook for Mobile Classroom Teachers and Aides

Home Visitor's Handbook

Personnel Training Guide

Curriculum Planning Guide

Materials Preparation Guide

Benjamin E. Carmichael, Director
Appalachia Educational Laboratory

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Here's HOPE

Home-Oriented Preschool Education (HOPE), developed by the Appalachia Educational Laboratory, is a program for the education of 3-, 4-, and 5-year-old children.

Televised instruction--to open young eyes to new experiences, to encourage young children to want to learn, to initiate the basic skill instruction, and to provide parents a first-hand observation of the instruction of their children.

Mobile classroom instruction--to initiate social interaction of children in small groups, to complement televised instruction, and to initiate instruction appropriate for the group setting.

Parent instruction--to promote positive child-parent interaction, to facilitate the use of home instructional materials, and to enable the parent to perform in an effective instructional role.

Television motivates learning

Lessons are broadcast into the homes of participating children five days a week. While each 30-minute program is designed to appeal to young children and retain their attention, the emphasis is on attainment--not entertainment. Each lesson is based on research-proven educational principles couched in a curriculum designed to achieve precisely defined behavioral objectives. These

televised lessons have proven effective in field tests. Each television lesson is reinforced by related activities in the mobile classroom and the participating children's homes.

Social learning in the mobile classroom

The second component of HOPE's tri-dimensional delivery system is the mobile classroom. Each participating child attends one two-hour session in the classroom near his home each week. The mobile unit, a complete, self-contained classroom facility, is parked in a central location (church parking lot, community center, etc.) and parents bring their children to class. The mobile classroom is staffed by a teacher and aide, who serve 150 children at 10 locations weekly.

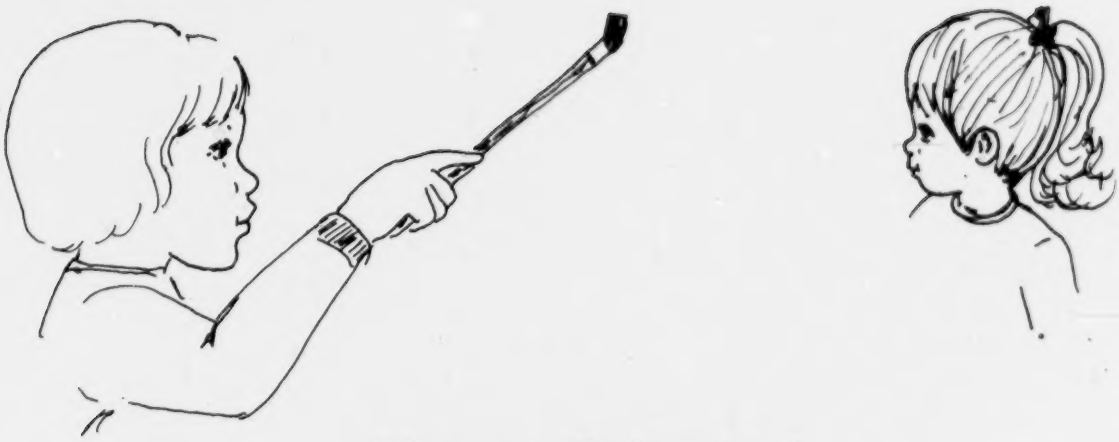
Mobile classroom activities underscore material presented in the television lessons and complement the efforts at home of parents and visiting paraprofessionals. Perhaps most importantly, the mobile classroom experience contributes to the child's social learning and exposes him to a wide variety of learning materials for the first time.

Involving parents in the child's learning

The third essential component of HOPE is the once-a-week visit of the paraprofessional in the homes of participating children to involve both parent and child in the preschool learning process.

The HOPE structure utilizes four home visitors for every 150 children. Each of these paraprofessionals visits 30 homes weekly and delivers the Parents' Guide, child activity sheets, materials, books, and other supplies keyed to the television lessons and mobile classroom instruction.

The home visitor encourages the parent to become involved with the child in watching the television lessons and performing the related instructional tasks.



Home-Oriented

"Home-Oriented Preschool Education" (HOPE) denotes that instruction occurs in or near the child's home.

"Curriculum," as applied here, is defined as all experiences provided to achieve the HOPE objectives.

While the objectives for HOPE vary little from those in traditional preschool education, the curriculum differs significantly in methods of instruction, modes of delivery, and varieties of learning experience.

HOPE's tri-dimensional delivery system requires greater team effort, better planning and more careful coordination than teacher-centered, classroom-oriented instruction.

Curriculum planning for HOPE must take into consideration the capabilities and limitations of this three-way delivery system. Such planning must also provide for the most efficient use of management, staff, and resources.

Some curriculum-planning guidelines

Curriculum planning for any instructional program begins with the establishment of objectives to be achieved. An objective may be as general as, "to reach all 3-, 4-, and 5-year-old children with an effective instructional program," or "to effect a coordinated program of home and classroom-oriented instruction."

Objectives may also be stated specifically in behavioral terms as outcomes to be achieved in child performance. The more general objectives are reflected throughout this series of seven HOPE implementation publications. Specific behavioral objectives for HOPE are included in this Curriculum Planning Guide.

Before objectives can be established, however, learning and development needs of children must be identified. The needs assessment for the HOPE Program conducted with farm and non-farm Appalachian children revealed a pattern of cultural diversity rather than uniform cognitive-intellectual deficiencies.[1] On a global index such as the Stanford-Binet Intelligence Test, the performance of children was generally adequate. However, there were apparent deficits involving verbal tasks and symbolic representation. Also, there were indications that these deficiencies become increasingly pronounced as the child grows older.

This needs assessment and a comprehensive study of the early-childhood literature provided the guidelines necessary to establish HOPE objectives. Preschool research projects and curriculum programs were studied to locate content and instructional techniques for use with HOPE.

Literature from each of the research projects emphasized different learning areas, different choices of cognitive models, and varied assumptions about skills which should have highest priority in preschool programs. The behavioral objectives established for HOPE represent the consensus of the Appalachia Educational Laboratory staff and consultants.

Based on this consensus, HOPE curriculum objectives were selected and grouped as follows: orienting and attending skills, psychomotor, language, cognition, and affect. The categories are not mutually exclusive; similar objectives may appear under several headings.

Since helping the parent learn to help the child learn is a major thrust of HOPE, a list of objectives for parents has also been developed. These focus on the parents' role in helping the child develop self-identity, feelings of adequacy, relationships with others, and awareness of and effective interaction with his environment.

All these objectives are detailed beginning on page 13.

Some general principles for curriculum planning

Recognition of the following general principles is important in early-childhood education curriculum planning:

---

[1]Frank H. Hooper and William H. Marshall, The Initial Phase of a Preschool Development Project (Morgantown: West Virginia University, 1968).

Assessing basal behavior--formal and informal testing procedures and observations are used to diagnose the child's competence in skills that are prerequisites to given behavior.

Immediate feedback--the assumption here is that a child is most interested in knowing the correctness of a response immediately after he has made it. To capitalize on this within a learning experience, the child should receive immediate and continual feedback as to the correctness of his responses.

Active involvement--the structuring of activities so the child performs a task himself instead of merely seeing a demonstration or hearing a description of how to perform a task. Since the television teacher cannot receive immediate feedback from individual children, time must be allotted for response, and the nature of the response must be anticipated. For example, the child watching a mouse and squirrel during the television lesson may be asked to tell how the animals differ. After an appropriate pause, the teacher could ask, "Did you notice how bushy the tail on the squirrel was and how thin the tail on the mouse was?"

Progression at one's own rate of speed--here no attempt is made to force a child to move beyond his capacity for understanding and performance. This principle is related to the principle of assessing basal behavior. Provision must be made for the child to progress through successively more difficult tasks at his own rate of speed.

Team instruction is basic to HOPE

Home-Oriented Preschool Education is a team effort. The HOPE team has responsibility for the production of instructional materials, delivery and use of the materials, guidance of parents in providing home instruction, provision of group instruction in mobile classrooms, maintenance of internal communication sufficient to promote efficient performance of staff and team, continual improvement of the program, and maintenance of quality control.

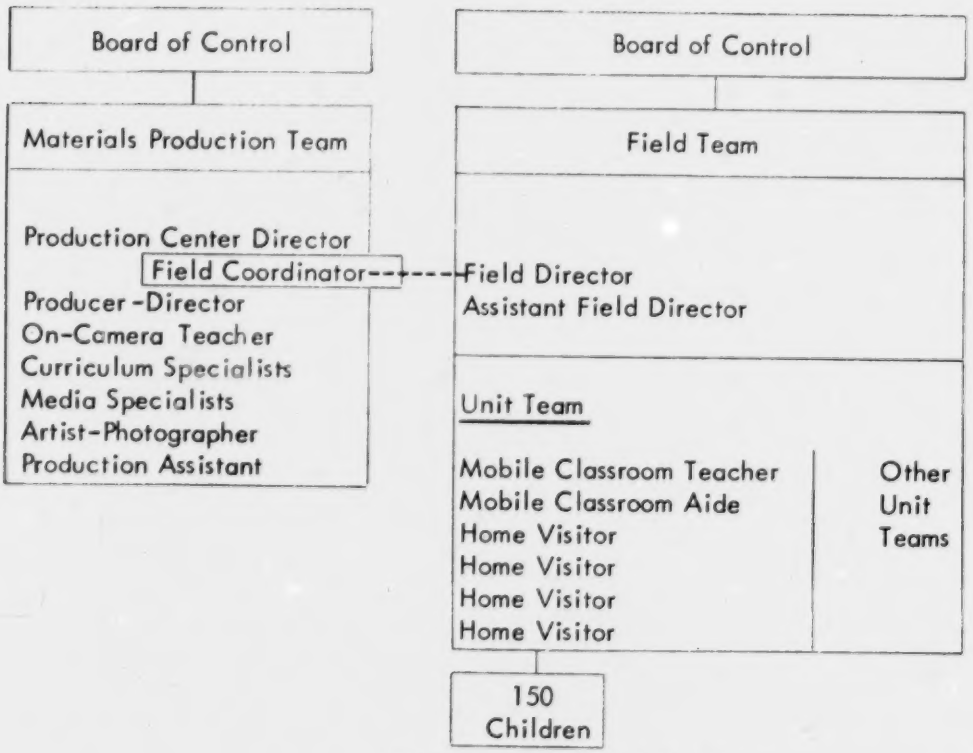
The overall HOPE unit is divided into the Materials Production Team and the Field Team. The Materials Production Team is responsible for the preparation of all televised lessons, the Parents' Guide, suggested home visitor activities, Mobile Classroom Instructional Guide, and related aids. Extensive planning and close coordination are required among all members of this team. (See the Materials Preparation Guide for a detailed description of the work of this team.)

The Field Team consists of paraprofessional home visitors, mobile classroom teachers and aides, and their field director. (See the Field Director's Manual.) Several Field Teams may work with a Materials Production Team. The Field Team is considered the operational staff in HOPE. Through extensive study of all manuals, guides, and handbooks, team members acquaint themselves with the program and make

all local arrangements for its initiation and operation. This team utilizes all output of the Materials Production Team and supplements it by personal creativity. Through feedback to the Materials Production Team, reactions of the Field Team become a part of the program-improvement, quality-control cycle. The Field Team is further broken down into a smaller unit, whose performance is the most critical of all in HOPE. This is the Mobile Classroom-Home Unit Team, consisting of one mobile classroom teacher and aide, and four home visitors. This small, cohesive unit works with 150 children, regardless of the size of the program or geographical area involved. This firing-line team maintains close rapport through regular meetings and engages in regular in-service training.

Armed with advance data about television lessons, stated lesson objectives, and suggested activities for the home and mobile classroom, this team, under leadership from the field director, has the ultimate responsibility for fulfilling the goals of HOPE.

HOPE Program Organization



The importance of the three-way approach

While the team working relationship described above is critical for curriculum planning in HOPE, the three-part delivery system for the program is equally significant. The system offers great advantages for curriculum planning, forces the

exercise of critical judgments about how learning experiences shall be provided, and offers the capability of achieving comprehensiveness in planning and execution not offered in more conventional single dimensional delivery systems.

The significance of three-way instructional delivery lies in the unique capatility of each part to reinforce the other instructional activities.

Strengths and weaknesses of TV instruction

Televised instruction must be considered first in terms of its capability for instructional delivery. The primary strength of televised instruction, utilizing specialized personnel, is in providing a planned, well-organized direction for the instructional effort. Its chief weakness is in the difficulty of adaptation to individual differences. Utilizing its strength, televised instruction should incorporate major principles and generalizations of early childhood education. Lesson themes and objectives suggested later in this guide and in the Materials Preparation Guide reflect this recommendation. The audience for these principles and generalizations includes children, parents, home visitors, and mobile classroom teachers and aides.

Some basic skill instruction may be introduced as well through televised instruction as through either of the other two, and is critical in initiating activities to be continued by parents. This is where the limitation of televised instruction to serve individual differences of children is most pronounced, because the televised lesson is prepared for 3-, 4-, and 5-year-old children. Skill development and motivational activities should have some application to the least mature child and at the same time challenge the most advanced child. Consider, for example, the problem of teaching a concept of number. For the very immature child, an opportunity might be provided to grasp the meaning of only two objects. The 5-year-old mature child might be challenged to recognize the set of "two" or the numeral "2." When such comprehensive activity is included, it must move rapidly from the simple to the complex with as much excitement as possible.

Two significant points must be kept in mind: television lessons should not be made so entertaining that the child becomes a watcher; neither should they be made so instructional that he becomes bored. The child should be an active participant.

Curriculum planning for televised instruction should be projected over a three-year period, from the time a child is 3 until he is 5. Objectives should be initiated and then reinforced time after time in subsequent lessons, and re-introduced in the following year(s) with continued reinforcement.

Televised instruction is not intended to produce a series of lessons that can be repeated year after year. Television is used only for the delivery of high quality instruction, and feedback from the Field Team can continually improve the lesson quality.

The unique role of parents

Home visitation is the second means of instructional delivery. This function is performed by a trained paraprofessional home visitor. The visitor's target audience is the parents. As a member of the community, the visitor probably has a better understanding of parent needs and can establish a comfortable relationship more easily with the parent than a professional educator could. Also, her manner in working with the children is likely to be more casual and relaxed.

The home visitor delivers materials prepared by the Materials Production Team. These materials should be prepared with the visitor function firmly in mind. Suggested activities help the visitor perform a supporting role to the parent. The visitor will need to interact with children, but primarily she functions in a modeling role for the parent.

Curriculum planners must recognize that some objectives can be achieved only through involvement of the parent. For many parents this can only be achieved through the effective performance of the home visitor. It should be recognized, however, that parental instruction of children is also stimulated and guided by televised instruction.

It is important for the parent to actually view the instruction on television. From this the parent gains understanding, complemented by the Parents' Guide and the home visitor, that cannot be achieved in conventional classroom instruction.

Most effective parent instruction cannot be achieved, however, unless there is careful curriculum planning to achieve correlation of televised instruction and home visitor activities.

The group setting completes the program

Mobile classroom instruction represents the third dimension of the instructional delivery system. Some objectives, especially those concerned with the development of social skills, can be achieved best in the group setting afforded by the mobile classroom. Other skills may be greatly enhanced in the mobile classroom environment. Instructional goals are transmitted primarily through the Mobile Classroom Instructional Guide prepared by the Materials Production Team. Mobile classroom instruction is correlated closely with televised instruction. Some televised activities must be reinforced in the mobile classroom and others must be initiated there. Careful curriculum planning can facilitate this.

Finally, effective mobile classroom instruction can be greatly enhanced by the home relationship that can be maintained through the four home visitors working directly with the mobile classroom teacher and aide and the same parents and children

served by the mobile classroom. No one doubts the importance of the parent-teacher relationship in the educational development of the child. But beyond the parent-teacher contact through use of mobile classroom, the home visitor can be a vital information source to parents in explaining activities conducted in the mobile classroom. Also, the capability of the home visitor to furnish information to the mobile classroom teacher about each child is foreign to most classroom-centered programs. These conditions and considerations are vital to curriculum planning for mobile classroom instruction.

Strategy for curriculum planning

Basic curriculum planning is the responsibility of the materials production staff. This staff must be able to plan content for instruction, select objectives, and formulate activities for the achievement of the objectives.

Long range planning must be performed before the first televised lesson is prepared and writing of the Parent's Guide and other materials begins. The identification of responsibilities for instruction in HOPE and the utilization of the three-part delivery system require the most comprehensive and detailed planning.

A model for curriculum planning for HOPE is included in this guide beginning on page 61. The essential planning element is the selection of objectives from the listing in this guide and scheduling their treatment through at least one year. Each objective is studied in terms of televised, parental, and mobile classroom instruction. A given objective may be treated through one medium or emphasized equally through either or both of the other instructional avenues.

Activities for a given lesson, weekly home visit, or mobile classroom session may be planned to achieve several objectives, but usually they are designed with a primary objective and several secondary objectives in mind. Activities are usually planned for the introduction of a skill or concept and continued reinforcement throughout the program. A system is illustrated in this manual for projecting plans and maintaining a record of the emphasis and treatment of each objective for one year in all three HOPE phases.

Through planning and record keeping, curriculum testing, and utilization of a feedback system from the Field Team to the Materials Production Team, provision for continuous improvement and quality control is built into the system.

Effective planning requires competent early childhood education personnel on the Materials Production Team. This system places a small number of professionals in a position to furnish leadership and positive influence for large numbers of personnel in local programs reaching large numbers of children. It facilitates the incorporation

of latest research and development findings into early childhood education and readily transforms them into instructional services to children.

Planning at the Field Team level is as important as planning at the Materials Production Team level. Field Team planning must occur, however, within the broad framework established by the Materials Production Team to be effective in achieving total objectives of the program. The Materials Production Team cannot produce effective results without follow-through planning of the Field Team. Adaptation to local needs and conditions, along with the vital application of creativity, can be accomplished best at the local level where there is personal contact among teachers, home visitors, parents, and children.

Members of the Field Team, when they begin preparation for local implementation of the program, will have available: (1) this Curriculum Planning Guide, describing the curriculum configuration for the program; (2) the Field Director's Manual, giving direction for initiating and coordinating all activities of the Field Team; (3) plans for at least 20 television lessons; (4) four weeks of the Parents' Guide and Home Visitor Activities; and (5) four weeks of Mobile Classroom Instructional Guide. Additionally, home visitors and mobile classroom teachers and aides have their own HOPE handbooks to help them define their roles and engage in the planning process. Also, the Field Team collects information, data, and makes arrangements vital to the local planning process to supplement the materials and suggestions from the Materials Production Team.

Prior to curriculum planning, the team should begin with a thorough study of the Curriculum Planning Guide. The sequence of study should be: (1) proposed objectives for televised lessons, parent instruction, and mobile classroom instruction; (2) content and activities for these components; and (3) specific activities in Home Visitor Activities, the Parents' Guide, and Mobile Classroom Instructional Guide. The final step in curriculum planning involves the Mobile Classroom-Home Unit Team. This unit must formulate final plans for implementation and preparation for performance of its required activities.

In order for the Field Team to become an effective part of the total curriculum planning process it must, through arrangements established by the field director, begin participation in the feedback system to enable the Materials Production Team to carry on curriculum improvement and quality control.

Materials production-field coordination

The necessity for instructional coordination has been touched on briefly in our discussion of Home-Oriented Preschool Education curriculum in terms of the team approach to curriculum, three-part delivery of instruction, and team curriculum planning. Because it is critical to the execution of curriculum planning, however, instructional coordination is the final, vital consideration in planning for HOPE.

Coordination of work efforts begins on the Materials Production Team. Assuming that curriculum planning has been sufficient to direct the efforts of staff responsible for beginning the production of TV lessons and printed materials, weekly production schedules must be projected. These schedules should allow for the completion of materials well in advance of scheduled use by the Field Team. Printed materials should cover one week and should be keyed to the lessons to be broadcast for that week.

When materials are being prepared for several Field Team operations, a field coordinator should be attached to the Materials Production Center. Although he might be attached to some independent agency, he should maintain contact with the appropriate staff member of the state department of education. If materials production is a state level operation, it would be natural for the coordinator to be attached to the state department of education.

If the Materials Production Center is established on a regional basis to serve several states, Materials Production Team-Field Team coordination should be effected through each state department of education by a state level field coordinator.

Whatever the staff and structural coordinating arrangements between the two teams, major coordination functions are to

- identify the sites of Field Team operations and the local contact
- verify establishment of the Field Team and its readiness to conduct the program
- establish a schedule and means of materials delivery that will meet the needs of the Field Team
- coordinate the feedback system from Field Team to Materials Production Team

Coordination occurs next at the Field Team level. This is the responsibility of the field director. While general coordination is covered in the Field Director's Manual, the concern here is instructional coordination as it applies to program implementation. Instructional coordination in the field begins with arrangements and relationships established by the Materials Production Team-Field Team coordinator. Assignment of responsibilities must be in accord with these arrangements, with emphasis on the delivery of materials and collection of feedback information. Within the Field Team staff, however--and especially within the Mobile Classroom-Home Unit Team--the coordination function resembles that of the Materials Production Team. Coordination of schedules is required for the regular in-service training and planning. In turn, coordination of instruction results from training and planning by this unit.

Mobile Classroom-Home Unit Team duties, particularly those not covered in materials provided from the Materials Production Center, must be carefully coordinated. The delivery and discussion of materials also requires coordination effort. The Mobile Classroom Instructional Guide keyed to the television lessons should be available far enough in advance to permit adequate planning. The Parents' Guide, Home Visitor Activities, and materials for children are part of the weekly package, but the correlation of delivery and performance of related activities requires careful planning and coordination by home visitors.

The Field Team must also insure that mobile classroom and home visitor activities are conducted in proper relationship to actual lesson broadcasts. Sufficient advance study and planning can enable mobile classroom teachers and home visitors to conduct some preparation activities. An alert Materials Production Team can assist in this.

For best instructional coordination, the mobile classroom teachers and home visitors would work with each child on Friday prior to a new weekly series of activities. By this means they could culminate previous activities and prepare for a new week. Such a schedule, however, is impractical. Some home visits may be conducted five days away from the involvement of the child in the small group session in the mobile classroom. Planning and coordination, however, can prevent these extremes. In two days home visitors can call at the homes of all the children served in one mobile classroom session (under ideal circumstances). So the visit to a child's home need not be scheduled more than one day from his involvement in mobile classroom instruction. In this way coordinated scheduling of home visits and mobile classroom sessions will strengthen instructional services.

Program Objectives

All materials prepared for the implementation of HOPE are based on thorough testing of one design and set of objectives. These HOPE publications, however, are applicable to programs using any comparable set of well-formulated objectives.

The objectives included here as an essential part of this guide are a revised version of those used during field testing of HOPE. They are stated in behavioral terms and divided into major categories as follows: ORIENTING AND ATTENDING SKILLS, PSYCHOMOTOR, LANGUAGE, COGNITION and AFFECT. Based on program field testing, a category of objectives for parents has also been included.

You may adopt the objectives presented here if they fit your philosophy and goals, or you may develop your own.

Objectives for Children

The objectives are of varying difficulty and all objectives are not for all children. Some of the more difficult tasks (for most children) are marked with a single asterisk (*).

Orienting and attending skills

I. COMPETITION
   Child competes with himself in the sense of trying to pass a previously set standard.

II. DELAY AND CHARACTER OF REWARDS
   A. Works for abstract rather than concrete rewards, e.g., praise.
   B. Is rewarded by the pleasure of doing and completing the task by himself (intrinsic reinforcement) as shown by continued work without extrinsic reinforcement.

III. DIRECTION FOLLOWING
   A. Follows instructions on how to perform a task.
   B. Given instructions on locating an object, finds the object.

IV. IMPULSE CONTROL
   A. Waits for instruction on how to proceed when appropriate. (The child should be encouraged to do a task without instruction, when feasible.)
   B. Waits for turn to respond when appropriate.
   C. Refrains from handling materials that are not intended for handling.
   D. Avoids interrupting others while they are talking.

V. PERSISTENCE
   A. Works at a given task for increasingly extended periods of time.
   B. Discovers and attends to relevant aspects of a stimulus. (Given an array of objects, regroups them several times on the basis of different stated attributes.)

VI. SOCIAL SKILLS
   A. Plays and works with other children.
      1. Gives another child information, help, or materials when feasible.
      2. Initiates social situations with other children.

B. Contributes to group discussion.
C. Given an unfamiliar problem to solve, first attempts to solve it without help and, if finding it too difficult, asks for help.
D. Shows consideration for others (actions and words).
E. Voluntarily comments on some activities.
F. Uses spoken language in the course of activities when appropriate, e.g., makes verbal requests.
G. Asserts own rights and respects the rights of others.
H. Projects independence-dependence balance in adult-child relationships.
    1. Seeks recognition and approval when appropriate.
    2. Seeks necessary help.

VII. TASK COMPLETION

Completes a task before moving on to another when appropriate.

Motor activity

I. GROSS MOTOR ACTIVITY
A. Aiming
    1. Throws (rolls, kicks, punches) a ball or beanbag to increasingly narrow visual targets in various positions in relation to his body.
    2. Throws (etc.) ball to a verbally described position (near, far, in front, next to the desk, under the table).
B. Alternation of Sides of Body
    1. Climbs stairs, using alternation pattern, at an even pace.
    2. Beats out simple rhythm alternately with right and left hands (or feet).
C. Balance
    1. Given a balance beam (or straight line, string, etc.), moves forward, backward, sideways, while carrying things, etc.
    2. Balances on toes, on one or both feet.
    3. While balancing on one foot, raises or swings other foot.
D. Basic Forms of Movement
    1. Walks at various rates.
    2. Jumps, landing simultaneously on both feet.
    3. While balancing on one foot, raises or swings other foot.

E. Body Control
   1. Given a path defined by two rows of benches (later, lines on the floor), moves along the path without touching the sides.
   2. Given ten pins or other objects set up with some space between them, walks between them without knocking them over.
      a. Moves between the objects, performing the same movements as a "leader."
      b. Moves between the objects, following verbal directions.

F. Elaborated Forms of Movement
   1. Walks, jumps, hops, etc., backward, sideways, at various rates, high and low, in one-half and quarter turns.
   2. Swings arms backward, sideways, at various rates, high, low, in circles.

G. Routine Habits
   *1. Dresses without assistance (or minimum of assistance, depending on child's stage of development).
   *2. Given a basin of water, soap, and a towel, washes and dries hands and face completely.

II. FINE MOTOR SKILLS

A. Alignment
   1. Lines up objects in "trains."
   2. Places two rods (or sticks) so that marks on each of them are lined up.
   3. Places a rod (ruler, stick) so that one end is at a mark on a piece of paper.
   *4. Sets a dial to a premarked position.

B. Drawing and Writing
   *1. Holds and uses a crayon, then a pencil comfortably.
   *2. Draws a line, staying inside the boundaries of a path (boundaries not too close together, varying according to child's development).
   *3. Connects dots.
   *4. Copies simple patterns or letters.

C. Fasteners and Locks
   *Operates:
   1. Buttons
   2. Zippers
   3. Snaps
   4. Key Locks
   5. Door Knobs
   6. Hooks

D. Co-ordinating Use of Hands
   1. Uses two hands to hold and move an object (a glass).
   2. Alternates use of hands in simple tasks (as in holding a glass).
   3. Uses both hands in a coordinated effort to accomplish a task. (Building a sand castle requires that both hands do different things but work together.)
   *4. Uses one hand to hold an object in place while the other works (as in hammering, drawing).
   *5. Cuts paper with scissors.

E. Placing Objects
   1. Places objects of various shapes into correspondingly shaped holes.
   2. Places objects onto a drawing of the same size and shape as the object.
   *3. Given a number of cylinders decreasing in diameter, and a container bearing correspondingly sized holes, puts each cylinder into its appropriate hole (seriation in a single dimension).

F. Pouring
   1. Pours from and into variously shaped containers.
   2. Pours into a container up to a marked line.
   3. Pours from a large container into a smaller container.

G. Threading
   1. Threads a rigid object, e.g., wooden stacking disks onto a rigid pole.
   *2. Threads an object with two or more holes onto two or more appropriately placed poles. (Given a board with three holes in it and another board with three matching dowels, fits the board with the holes onto the board with the dowels so that the dowels come through the holes.)
   *3. Threads a rigid object onto a flexible wire.
   *4. Strings beads.
   *5. Laces shoes. (Expectations depend on age and development of child.)

H. Tools
   1. Uses a hammer first on pegs, then on small nails.
   *2. Manipulates pliers.
   *3. Assembles nuts and bolts.

I. Stacking Objects
   1. Builds a tower with blocks.
   *2. Stacks a large object on a smaller object so that it balances.

III. CREATIVE ACTIVITIES

A. Graphic and Plastic and Other Arts
   1. Given a set of blocks, creates structures.

2. Given paints and brushes
   a. Spreads and overlays paint freely.
   b. Paints lines and outlines.
   *c. Paints various shapes, filling in color.
3. Given fingerpaints and paper
   a. Overlays and mixes colors.
   b. Experiments with patterns and colors.
4. Given modeling clay or plasticine
   a. Beats and pounds materials, then breaks and rolls them.
   b. Experiments with forms.
   *c. Pulls out or adds on details, e.g., nose, ears, arms.
5. Experiments with different kinds of paper in a collage.
*6. Constructs representations of objects with fingerpaints, crayon drawing, pasting, and cutting.
7. Constructs a clay object.

B. Dramatic Play
1. Given a simple sentence, pantomimes the action indicated.
2. Given a puppet, manipulates it (and speaks for it in sentences).
3. Given miniatures in a doll house setting, manipulates the miniatures as in playing house. (Names the objects, the function of each and relates what is going on.)

C. Musical Activities
1. Experiments with instruments and sounds.
2. Uses instrument to accompany movements. (Beats rhythm sticks when marching, but not necessarily in time with steps.)
3. Moves rhythmically.
   a. Makes random movements using large muscles.
   b. Moves rhythmically, in individual manner, for short periods of time.
4. Claps hands to musical selection.

Language construction

I. PRODUCTION AND DISCRIMINATION OF SPEECH SOUNDS
A. Produces the full range of standard English sounds (in speech--not isolated sounds).[1]

[1] (If the prevailing speech of the area is a foreign language or a non-standard dialect of English, full attainment of this objective cannot be generally expected.)

B. Given pictures of objects of scenes, the names of which differ in only one phoneme (cap, cat), and a word to match one of the pictures, selects the appropriate picture as the word is spoken, repeating the word.

C. Given object words differing only in a single phoneme and a picture of one of the objects, repeats the word which names the object.

*D. Distinguishes between sounds of words which differ in only one phoneme (bat-bite, here-cheer, they-day), repeating the words as they are said.

*E. Given two rhyming words, supplies a third rhyming word (cat, hat--bat).

II. UNDERSTANDING AND PRODUCTION OF WORDS

A. Enunciates words clearly.

B. Given an object or picture, names it (one word).

C. Asked what his name is, says his name.

D. Given an object or a picture of an object, responds in one word to a question requiring description [e.g., What color is the book? (blue) What shape is the ball? (round)].

*E. Given a picture showing positional relationship, in response to a request to supply the appropriate missing word in a sentence, supplies the word. (The dog is under the table. The lamp is on the table.)

F. Produces inflected word forms, demonstrating understanding.

1. Given objects or pictures, responds using singular or plural forms of nouns in answer to questions asking, "How many...?" (one box, two boxes; one hat, two hats)

*2. Given a sentence with the uninflected form a verb and part of a sentence, the completion of which requires an inflected form (one word), supplies the appropriate form. [I walk. The boy (walks). Today I play. Yesterday I (played).]

*3. Given two objects (or pictures of two objects) differing in size--one object (or picture of object) being pointed to--responds to the question, "Is this object larger or smaller than the other one?" using the comparative form of the appropriate adjective (larger or smaller). (Other adjectives may be used.)

*4. Given more than two objects (or pictures of objects) all differing in size--the largest (then the smallest) of the objects (or pictures of objects) being pointed to--responds to the question "Is this object the largest or the smallest one here?" using the superlative form of the appropriate adjective. (Other adjectives may be used.)

*5. Given a person or picture of a person performing an action, in response to a request to tell in one word what the person is doing, replies--using the -ing verb form (walking, painting, etc.).

*G. Produces posssessive form of a noun. Given a sentence indicating ownership (This book belongs to Mary.) and part of a sentence, the completion of which requires use of the possessive form of the noun, supplies the missing word--possessive form of Mary. [This is (Mary's) book.]

III. PRODUCTION OF SENTENCES

A. Produces complete sentences spontaneously.

B. Produces complete sentences in response to a question or statement.

1. Uses singular identity statements correctly.

a. Given an object and the question, "What is this?" answers the question with the production of the correct sentence. (THIS is a ball.)

b. Given an object and a statement, "This is a (ball)." answers the statement in the form, "Yes, this is a (ball)."

*c. Uses both affirmative and NOT statements in reply to the question, "What is this?" (This IS a ball. This is NOT a book.)

2. Uses plural identity statements correctly.

a. Given three or more like objects and the question, "What are these?" answers the question in the form, "THESE are (balls)."

*b. Given one object paired with another of the same kind, responds to the statement, "Tell me about these," in the form, "THESE are (balls)." (THESE and the S-endings are to be enunciated clearly.)

3. Uses sentences involving polar discrimination.

a. Given two objects describable by polar opposities, in response to a question which requires polar discrimination, states, "This (line) is (long); this (line) is (short)." while pointing to the appropriate object. Polar attributes may include long-short, hot-cold, big-little, soft-hard, fast-slow, etc.

*b. Given two objects, one being pointed to, uses a full statement to answer a polar question. "Is this (line) (long)?" [Yes, this (line) is (long); or no, this (line) is (short, or not long).]

*c. Given familiar polar discriminations that beome increasingly more abstract, answers them correctly in a complete sentence. (e.g., In daytime it is light; at night it is _____.)

*d. Given two objects alike in one polar dimension (two fat dogs) but different in another dimension (one tall dog and one short dog), answers the question, "What can I say about both of these (dogs)?" by stating, "These (dogs) are (fat)."

*4. Uses sentences involving polar deductions.
   a. Uses NOT in simple deductions. (If the line is short, it is not long.)
   b. Given a question about an object, answers with a YES or NO statement. "Is this (line) (short)?" "YES, this (line) is (short)." or "NO, this (line) is (long)."

*5. Uses prepositional statements in complete statements.
   a. Given a picture and a question calling for a prepositional statement, answers the question in the form, The _____ is _____. (Where is the house? The house is on the hill.)
   b. Given a familiar object having several attributes, including a definable location, and the question, "What can I say about where this (house) is?" names the different attributes of the house in the form, "The (house) is (on the hill)." Several attributes should be stated in this form (by the river, beside the barn, etc.).

*6. Uses identity statements involving classification.
   a. Given a familiar object that belongs to more than one class, states the diffent class names for the object. (This is a dog, animal, pet, etc.).
   b. Given a familiar object that belongs to more than one class and the question, "What else is this (dog)?" answers in the form, "This (dog) is a(n) (animal)."

*7. Uses abstract concept words in complete sentences.
   a. Given an object and two of its characteristics, and asked to describe the object, connects the descriptive words with the conjunction AND in a sentence. (This ball is big AND red.)
   b. Given several objects, two of them having one observable common characteristic--when asked "Which two objects are (red)?" answers, joining the names of the objects with the conjunction AND. [The ball AND the wagon are (red).]
   c. Given some objects, responds to the direction, "Ask me which of these objects I would rather have, using the word OR in your question." [Which would you rather have--the (wagon) OR the (truck)?"] (or some similar phrasing).
   d. Given an array of objects and a question asking for ONLY objects having a particular characteristic, identifies these objects in a sentence using the word ONLY. (What objects are red? ONLY the trucks are red.)
   e. Given two identical, desirable objects, one already in his possession, asks for the OTHER one in the form, "Give me the OTHER one."

*8. Uses PRONOUNS in sentences.
   a. Given pictures of humans and animals in action, identifies them as HE, SHE, THEY, or IT, telling what each is doing. [HE, (the boy) is walking. IT (the cat) is eating.]
   b. Given examples of statements using proper or person-referral nouns, rephrases the statement using pronouns instead. (John is running. HE is running.)
   c. Given a demonstration of I and YOU in an action scene, describes what I and YOU have done in a complete sentence. (I walk across the room and YOU watch me.)
   d. Given examples of objects that are sex-related (dolls) and examples that are neutral, asks for the object(s) using the appropriate object pronoun, HIM, HER, THEM. (I like the dolls. May I have THEM?)

C. Uses appropriate inflection word forms in sentences, demonstrating understanding.
   *1. Uses verb expansions correctly.
      a. Uses IS and ARE when appropriate in sentences rather than omitting them. (He IS my friend.)
      b. Uses the appropriate verb form in the present tense for different subjects rather than using only one verb form. (Chocolate milk LOOKS good. The apples LOOK good.)
      c. Uses the appropriate verb form in the past tense for different subjects rather than using only one verb form. (We WERE hungry. We WALKED to the store yesterday.)
      d. Uses IS, AM, and ARE in sentences where appropriate rather than BE when describing a recurring event. (Sometimes he IS riding a horse.)
      e. After being presented an appropriate question, answers it, using the present participle of the verb (-ing form) in a complete sentence. (What is John doing? John is standing.)
      f. Given pictures of objects, answers a "what doing" question with a complete statement. (What is the man doing? The man is eating.)
   2. Uses noun plurals correctly in sentences.
      a. Regular. (Here is a chair. Here are two chairs.)
      *b. Irregular. (The leaf is on the tree. The leaves are on the tree.)
   *3. Uses comparative forms correctly in sentences.
      a. Comparative, -er form. (This tree is tall. This tree is taller.)
      b. Superlative, -est form. (All these rocks are big, but this one is the biggest.)
      c. Irregular
         1. Good, better, best. (This candy looks good. This candy looks even better. The candy in the box looks best of all.)
         2. Many, more, most. (This woman has many hats. This woman has even more. What has the most hats?)

D. Formulates questions.

I. DESCRIBING OBJECTS AND EVENTS

A. Labels objects, actions and qualities.

1. Given an object, names it.
2. Given an array of objects, selects each object named and repeats the name.
3. Given a picture of a single object, names it.
4. Given pictures of related objects, names the objects pointed to (cupand saucer, bird and nest).
5. Given a demonstration of an action, names it (skipping).
*6. Given the name of an object, labels it and/or describes it fully.
*7. Given an object, verbally characterizes the object in a number of unique, meaningful ways. (Yellow block. What is it? What is it made of? What color is it? What do you use it for? It is a wooden, yellow block that I can use to make a house.)
*8. Given a word, states its opposite (hot-cold).
*9. Given a picture of an object, supplies gestures which are appropriate for the manipulation of the given objects, stating what is being done. (Given a picture of a hammer, pretends to pound a nail.)

B. Identifies and describes objects on the basis of different attributes.

1. Makes a statement attributing some characteristic to an object; tells whether the statement is true or false. (Birds fly. Trains cry.)
*2. Identifies and describes an object in terms of its physical characteristics. (A chair is something that has a back, a seat, and four legs.)
*3. Identifies and describes an object in terms of its function. (A chair is something you sit on.)
*4. Identifies and describes an object in terms of its location. (The boat is in the water.)
*5. Builds a cumulative verbal description of an object (house, brown house, small brown house).

C. Uses phrases and sentences of increasing complexity.

1. Progresses from pointing and one word requests to sentences. (Paint, I want to paint.)
*2. Given an example of an object (noun) with several obvious attributes, translates the example into the proper words (A big red rubber ball).

*3. Given an example of an object (noun) which could be modified by prepositional phrases (the red ball in the box), translates the example into the proper words.

D. Engages in discussion.
   1. Initiates discussion.
   2. Enters discussion initiated by someone else.

II. DRAMATIC EXPRESSION

A. Expresses and describes feelings and emotions.
   1. Changes tone of voice in order to express opposite statements. (I am sad. I am happy.)
   2. Repeats the dialogue or refrain of a known story or poem using variations in voice to show feelings of the characters and their personalities.

B. Enacts words, phrases, scenes and stories (to show understanding of and/or ability to use the language involved).
   1. Pantomimes action words (gallop, hop, slide).
   2. Pantomimes familiar storybook characters (e.g., Goldilocks).
   3. Given a phrase describing an action, "acts out" the phrase (bounce a ball).
   4. Pantomimes an action object (e.g., a train) accompanying the action with speech or sound effects.
   5. Uses puppets, stick figures, etc., to dramatize a portion of a story.
   *6. "Acts out" a scene of a very familiar story or poem with dialogue.
   *7. Given a story or poem, a flannel board, and felt story characters, re-enacts the story. Characterization and sequence of events should be accurate.

C. Tells stories.
   *1. Given a picture, suggests names for the main characters and a good title for the picture.
   *2. Given several pictures of familiar scenes, tells all he knows about each one.
   *3. Narrates real events in sequence.
   *4. Relates anecdotal incidents from experience. The report should include a main idea and related details.
   *5. Given the beginning of a story, makes up an ending to the story.
   *6. Given a story, makes up another one similar to it.
   *7. Makes up an original story.
   *8. Tells a story in sequence with appropriate voice and intonation.

I. AUDITORY DISCRIMINATION

A. Distinguishes between sounds.

1. Identifies a sound that is the same as a sample.

*2. Given two words which differ in only one phoneme (peach, beach) and a picture depicting each word, selects the picture as the word is spoken. (Begin with words differing in the initial phoneme.)

3. Given two continuous sounds, presented simultaneously or successively, states which one lasted longer.

4. Given two sounds, states which is louder or softer (the shaking of feathers versus the shaking of beans).

5. Given two tones, identifies the higher (or lower) tone.

*6. Given mixed directions "Touch your ear; touch your ears; eye, eyes; etc.", follows directions (distinguishing between the sound of the singular and plural forms).

7. On hearing a story with various character voices (The Three Bears), identifies the characters in the story by the tone of voice.

B. Distinguishes rhythm.

1. Matches and copies a rhythm pattern (music, speech, beat).

2. Given a rhythm pattern, indicates (nonverbally; e.g., by hand signal) which note is accented.

C. Identifies the source of sounds.

1. Identifies animal sounds by selecting the picture of the animal after the sound has been made.

2. Given a sound, states what is producing the sound. This can involve discrimination between different musical instruments, or between other sources of sound (table being moved, water running, pots being washed, etc.).

D. Distinguishes rhyme.

1. Given a rhyme, repeats it, stressing the rhyming words.

*2. Given an incomplete rhyme with familiar words (Hickory dickory dock, a mouse ran up the _____), supplies rhyming word (real or nonsense).

*3. Given an unfamiliar rhyme or riddle (I am a color. I rhyme with you. What am I?), completes the couplet or riddle with a rhyming word.

E. Distinguishes initial sounds.
   1. Given a word and noting its initial sound, indicates when a word beginning with the same sound is named.
   2. Given a word and noting its initial sound, names another word with the same initial sound.

II. PERCEPTUAL DISCRIMINATION

A. Balance
   1. Given two examples of scales (e.g., drawings of children on a teeter-totter), one that is balanced, another that is not, selects the scale that is balanced. (Explain to child, in child's language, the meaning of "balance.")
   2. Given a scale tipped to one end, balances it by adding to the other side and say that it is "balanced."

B. Body Image
   1. Assembles a picture of a person or face from cut-out pieces (a six-piece puzzle of a boy or girl), and name the parts.
   *2. Draws self-portrait which includes considerable detail.
   3. Given directions, "Touch your ear...your foot...," follows directions.

C. Color Recognition
   1. Given an array of colored objects, selects one that exactly matches a sample.
   2. Given a mixed array of colored tablets, pairs the identical ones.
   3. Picks out a colored object when its color label is supplied by a teacher. (Primary colors should be used first.)
   4. Picks out a color when its label is supplied by a teacher.
   5. States the labels for each of six colors when they are pointed out by a teacher.
   6. Given a group of objects, sorts them by color, as directed.

D. Distance
   1. Given a question asking to name something "near, far, close to," in relation to a starting point, names an appropriate object occupying the position named by the question. (The apple is near the pear.)
   2. Given a stationary object and two different blocks, places one of the blocks near the object, one far from the object and states which is which.

E. Form Recognition
   1. Matches forms.
      a. Given a form board and a set of solid forms, places the correct solid forms in the form board. (The circle in the circle space, the square in the square space.)

b. Given an array of plane or solid figures, selects the one that matches a model. The array may differ in size, color, and material from the model. Discrimination required should become progressively finer as the child's skill develops.

*c. Given a pencil and a picture of a square, reproduces the picture.

*d. Given three-dimensional models, the surfaces of which represent a circle, a rectangle, and a triangle, reproduces the shapes in modeling clay.

2. Recognizes missing parts from wholes. Given mutilated pictures of familiar objects (wagon, shoe, teapot, glove), states which part is missing.

3. Given an array of plane or solid geometric figures, identifies the following basic shapes: circle, square, triangle, rectangle, diamond, cube, sphere, pyramid, cone, cylinder.

4. Identifies straight and curved line segments.

5. Joins geometric shapes to construct more detailed objects or dissects geometric shapes.

a. Given a simple jigsaw puzzle, assembles the pieces in their appropriate places. (Offer puzzles of increasing complexity.)

b. Given simple, flat geometric shapes, constructs abstract pictures of familiar items (a tree from a narrow rectangle and a larger circle). Tasks should begin with two-piece pictures and progress to pictures requiring more than two pieces.

*c. Cuts or draws lines to divide two-dimensional figures into other basic figures.

6. Identifies printed symbols.

a. Given any letter in the alphabet, names it.

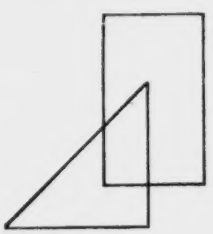
b. Given two dissimilar names in print, one being his own, indicates which is his.

c. Given two similar names in print, one being his own, indicates which is his.

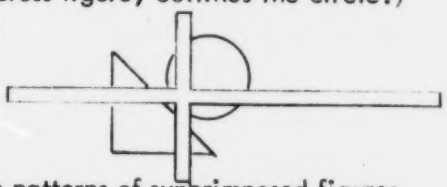
*d. Indicates recognition of his name in print by identifying it from a list of other names.

7. Figure-Ground Discrimination. Identifies familiar figures which intersect with other familiar figures.

*a. Given a simple figure which is superimposed upon a different figure, outlines each figure individually with different colored pencils. (A triangle is superimposed upon a rectangle.)



*b. Given a simple model figure which is superimposed upon several other figures, outlines the designated model figure. (Given a triangle, circle, cross figure, outlines the circle.)



*c. Given increasingly complex patterns of superimposed figures, outlines the designated object.

*8. Form-Constancy. Locates IDENTICAL figures in increasingly complex situations. Given a drawing of similar figures which are superimposed, outlines all the figures of one particular form. (Given a drawing of superimposed circles and ovals, outlines only the ovals.)

*9. Perception of a Blurred Object. Identifies object when viewing a vague image.

F. Number

1. Cardinal Number

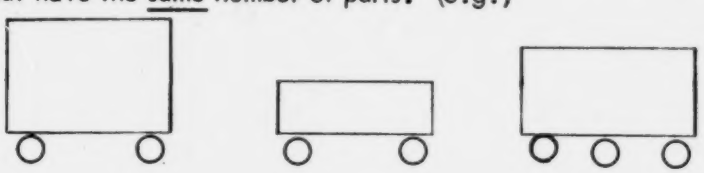
a. Indicates awareness of cardinal number concepts.

1) Constructs a one-to-one correspondence between two sets of familiar objects.

*2) Conserves this correspondence when it is no longer perceptually obvious.

b. Given a set of domino-type cards (perhaps with pictures instead of dots), selects a card with the correct number of dots (or pictures) to match a starting card, names the number of dots (or pictures), and places the card properly next to the starting card.

c. Given three dissimilar objects, two having the same number of parts, the other having fewer or more parts, selects the two that have the same number of parts. (e.g.,



d. Given a quantity of objects and a direction to group a certain number of the objects, counts out and separates the number indicated.

e. Given an image of himself in a mirror, states how many of each of the different parts of his body there are (two eyes, one mouth, etc.).

*f. Given one to five objects in a set compactly arranged, names the number of objects without counting. Begins with recognizing a set of one and builds to a set of five.

*g. Given a set of more than five objects, indicates the number of objects verbally. (Objects may be counted.)

2. Ordinal Number. Demonstrates awareness of ordinal number concepts.

a. Arranges in a sequence a set of objects which differ in some aspect (seriation, e.g., differing in height).

b. Constructs a one-to-one correspondence between two sequences of objects in which the elements of the sequences correspond because they have the same relative positions in the sequences (serial correspondence).

*c. Conserves a serial-ordinal correspondence when it is no longer perceptible.

d. Conserves an ordinal correspondence between two sequences of objects.

*1) Finds an object in an unordered set (but a set which is capable of being ordered) which corresponds to a given object in an ordered set.

*2) Arranges a sequence of objects and constructs a serial correspondence between two sequences.

3. Number Terms

a. Given one of a PAIR of items, selects from a group of items the other member of the PAIR. Pairs may include symmetrical items (right shoe, left shoe) or two identical items (candle sticks).

*b. Given a group of objects, separates from the group on oral direction: A FEW, SOME, MANY, ALL, NONE. (State that FEW, SOME, and MANY and ALL do not name specific numbers of objects.

c. Selects the appropriate coin from a group of four, a penny, nickel, dime, and quarter, as an oral directive is given.

G. Sequence

1. Arranges events according to their sequence in time.

a. After hiding some objects, states which item was hidden first, which was hidden next, and which was hidden last. Starts with two objects, stating which was hidden first and last. Progresses to more objects, including the term next.

b. Given a story, identifies the beginning, the middle and the end.

c. Arranges a series of pictures in order matching the sequence of a story.

d. From a series of sequential drawings, arranges scenes in the proper order to retell a story.

e. Carries out a sequence in pantomiming a familiar story or rhyme.

2. Follows a path indicated by signs or verbal direction.
   a. Given a path with various branches drawn on the floor, having a visual marker at certain points, moves along the path to a point specified verbally.
   b. Given a matrix drawn on the floor, follows row, walks up and down columns, etc., according to visual patterns and verbal instructions.
   c. Given a two-dimensional model or a map with pathways marked, traces a path with a finger to a visual marker or to place specified verbally.

H. Size Relationship
   1. Indicates whether two objects are the SAME size of DIFFERENT sizes.
      a. Superimposes one figure for another and states whether they are the same size or are different.
      b. Given three dissimilar objects, two being the same size, selects the two that are the same size.
      c. Given an array of sticks of various lengths, circles of various diameters, or solid geometric figures of various sizes, selects the one that is the same size as a model. (Eventually the child should be able to select a matching item without resorting to trial and error.)
   2. Arranges articles according to increasing (or decreasing) size.
      a. Given a set of similar objects differing only in size, puts them in order from the smallest to the largest.
      b. Given an incomplete sequence of sized articles and the missing articles, places those articles in the sequence without trial and error.
   3. Identifies and applies terms dealing with size relationships.
      a. Given a set of objects, separates the set into two groups, one showing MORE, one showing LESS and states which group shows more, which shows less.
      b. Given two objects differing only in length, selects the LONG one and the SHORT one on oral direction.
      c. Given two objects differing only in size, selects the one which is LARGE (BIG) and the one which is SMALL (LITTLE), on oral direction.
      d. Given a set of similar objects differing only in size, selects the SMALLEST member and LARGEST (BIGGEST) member of the set.
      e. Given two like objects differing only in height, indicates which is TALL and which is SHORT on oral direction.
      f. Given three objects differing only in height, selects the SHORTEST and the TALLEST.

*g. Given objects having equal height or length but unequal cross-sections, selects the THICK object and the THIN object on oral direction (e.g., two posts of equal height but different cross-section; which is thick and which is thin?).

h. Select the BIGGER (LARGER) of two similar objects.

i. Given two objects differing in size and the question, "How are these (dogs) different?", states that one is (LARGE) and the other is (SMALL), (or other size concepts: LONG, SHORT, TALL, THICK, THIN).

I. Spatial Arrangement

1. Identifies and applies spatial terms.

a. Given a box, places a block (or other object), IN, ON, UNDER, OVER, OUTSIDE, BESIDE, *TO THE RIGHT OF, *TO THE LEFT OF, the box upon oral instruction.

b. Using the floor as a base, places an object HIGH in relation to the floor and another block LOW.

c. Given two boxes, places a block BETWEEN the two boxes after oral direction.

d. Finds a location described in terms of its positional relation to other objects.

e. Describes a location by stating its position in relation to other objects (NEAR, ABOVE, BELOW, *LEFT OF, ETC.).

*2. Discriminates between right and left.

a. Given a direction, raises the hand indicated--right or left.

b. Turns to the right and to the left upon command.

c. Identifies own right and left hands and feet by so naming them while touching them.

d. Given two objects (gloves) placed before him, identifies the right-hand and left-hand objects.

3. Reproduces patterns of spatial arrangements.

a. Given a model, reproduces familiar patterns using doll furniture, toy cars, dishes, etc. (Reproduces a model of a place setting.)

b. Given a model of a familiar pattern (dish place setting), reproduces the pattern by drawing approximate shapes on paper.

4. Identifies objects in various spatial perspectives.

a. Given an array of objects and an array of pictures of those objects, in various perspectives, matches pictures with corresponding objects.

*b. Given a simple drawing plus examples of the same drawing in other positions (including reversals and mirror images), selects the example that matches the sample.

5. Hypothesizes on the basis of spatial clues.

a. Predicts which figures will fit an outline drawing.

b. Predicts whether lines will touch when extended.

J. Time

1. Identifies and applies time-related terms.

a. Given pictures of persons or animals of different ages, selects the one (person, animal) that is YOUNGEST or OLDEST.

b. Given occurrences in relationship to a bell ringing, states which occurrences took place BEFORE the bell and which took place AFTER the bell in answer to direct question. (What happened after the bell?)

*c. States activities that occurred during a specified day as teacher names day in terms of TODAY, YESTERDAY, and TOMORROW. (Name something we did yesterday.)

*d. Given situation depicting the three relationships to a specific item: ON TIME, LATE, EARLY (three children arriving at a spot--one before a bell, one with a bell, one after a bell), states which example illustrates ON TIME, which illustrates LATE, and which illustrates EARLY.

e. Given two occurrences in relationship to a bell, states whether a named occurrence took place BEFORE or AFTER the bell rang. (When did the girl come to the door--BEFORE or AFTER the bell rang?)

*f. Given an occurrence that has happened, is happening, or will happen, states whether the occurrence took place TODAY, YESTERDAY, or will take place TOMORROW. (When did [will] we plant seeds?)

g. Given pictures of night and day scenes, labels them either NIGHT or DAY.

h. Indicates verbally that he is aware that certain activities occur at specified times.

2. Hypothesizes based on time concepts.

a. Given illustrations of the first two segments of a sequence (a glass sitting on a table, a glass partly tipped), selects from other illustrations the last segment of the sequence (the glass's contents spilled).

b. Given two examples of time-related actions (burning down of a candle, burning down of a match), selects the one which would take longer.

K. Weight

*1. Given a series of different weighted objects, arranges them in order by weight.

*2. Given two different weighted but otherwise identical objects, and the question "How are they different?", states that one is HEAVIER than the other, the other being LIGHTER than the first.

III. TACTILE DISCRIMINATION

A. Distinguishes between objects by touch.

1. Given an array of fabric samples, pairs identical samples while blindfolded.

*2. While blindfolded, matches plane and solid geometric figures, or completes a simple puzzle.
*3. Given an object, names it blindfolded.
*4. Given an array of objects which the child can touch but not see, and another array which he can see but not touch, matches the objects.
*5. Moving about a room blindfolded, touching things as he goes, describes where he is.

B. Identifies and applies tactile terms.
1. Temperature.
a. Given two glasses of water of different temperatures, states which is WARMER, which is COLDER after touching.
b. Given a series of containers of water ranging in temperature from COLD to WARM to HOT, arranges them in sequence.
c. Given the above series, labels orally with the appropriate word.
2. Texture.
a. Given two objects of differing textures (one HARD and one SOFT or one ROUGH and one SMOOTH), distinguishes between textures while blindfolded in response to a question, "Which one is HARD (or SOFT, or ROUGH or SMOOTH)?"
b. Given two objects differing in texture, states how they are different using such terms as HARD, SOFT, ROUGH, SMOOTH.

IV. TASTE.
A. Given something to taste, applies appropriate descriptive term (SOUR, SWEET, SALTY, etc.).

Cognition/higher order acts

I. MEMORY TASKS.[1]
A. Recognition.
1. Shown an object, which is then removed from sight and presented in a group with two new objects, selects the original object.
2. Given a question and a choice of two phrases for an answer, states the phrase that is the correct answer. (Where do you live--in a house or a tree?)

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[1] Here we have not distinguished between rote and meaningful understanding of memory tasks, although we recognize that considerable difference exists both in the difficulty and the kinds of behaviors which would be involved.

3. Shown a picture which is then removed, selects a matching picture from an array.
4. Shown a set of objects, which are removed and presented again with a new set of objects, selects the original set of objects.

B. Recall.
1. Immediate response tasks.
a. Verbal.
1) Repeats a sequence of words (cat, dog, house, tree).
*2) Given a sequence of digits, repeats the sequence (3, 5, 6, 2).
3) Given a story, recalls the sequence and direction of events.
4) Answers questions regarding a familiar poem or story. Questions should include who, what, where, and when questions. (e.g., Does the story tell about grown-up people, children, animals, or things?)
5) Given a three paragraph story, the paragraphs increasing in complexity, answers a question after each paragraph and recalls the title of the story at the end.
6) Given a story with a repetitive refrain, joins in stating the refrain.
7) Given a sentence, repeats it. Sentences can be made successively more difficult. (e.g., From "Dogs bark" to "If the ground is wet, the children will not be able to play in the park.")
8) Shown an array of objects, one of which is removed while he is not looking, tells what is missing. (Begin with two objects and build to nine or ten objects.)

2. Delayed response tasks.
a. Repeats a word or other sound after a delay.
b. Given several possible hiding positions (house with several doors), an object being placed behind one of the positions in his view, remembers the position, names it and finds the object after one-, two-, *four-, and *eight-minute delays.

C. Information Coding.
1. Codes information in order to remember it.
a. Given an object to remember, names it and uses the name as an aid in recall. (Girl: Sandy, she has sandy-colored hair.)
b. Constructs or learns a poem, rhyme, or other easily remembered mnemonic to aid in recall. (One, two, button my shoe; three, four, shut the door.)

2. Uses strategies for memorizing.
a. Recites material in a fixed rhythmic pattern, or sets it to tune to increase the number of cues for recall. (e.g., ABC song)
*b. Separates material to be memorized into several related classes. (1, 2, 3, are numbers; A, B, C are letters.)
*c. Identifies items most likely to become confused with one another and pays extra attention to those subsets in memorizing. (1 and 7 are alike except for the hook in seven.)

II. QUANTITATIVE SKILLS.

A. Distinguishes between objects by measurement.

1. Visual transfer.

a. Given two rods (or other objects), states whether or not they are equal in length.

b. Given two rods held together, states which is longer, which is shorter.

2. Manual transfer--Given two rods, held together, states whether or not they are equal in length.

*3. Body transfer--Given two rods, determines the length of one rod by using the distance between hands, or marking a point on the body where the object reaches, compares this to the length of the other object and states whether the two are equal in length.

4. Unit iteration.

*a. Given two lines which he must compare for length and which he cannot superimpose, finds a rod (or stick, etc.) exactly equal in length to one of the lines, compares the rod with second line, and states whether the two lines are equal.

*b. Given two lines to compare, finds a rod (or stick, etc.) longer than line A, makes a mark on the rod to indicate the length of A, then uses the marked rod for comparison with line B, and states which is longer, line A or line B.

*c. Given two lines to compare, uses a rod considerably shorter than line A and steps along it counting the number of steps made; then steps the same rod along line B, and compares the number of steps. States which is longer.

*5. Length no longer determined by end points, but by configuration of material between the end points. Given two sets of two objects which mark out an equal distance, the corresponding objects being directly opposite each other, and a straight path between one pair and a zig-zagged path between the other pair, states that the straight path is the shortest.

B. Uses numbers.

1. States his age in years; states his birth date.

2. States how many objects are in a set (including the empty set).

*3. Given a numeral (9) and a set of small identical objects (disc counters), places below the numeral the number of objects designated by the numeral.

*4. Given an ordered set, identifies the first, second, third, etc., items.

*5. Reads and writes one-digit and multi-digit numerals from one through twelve.

*6. Matches numerals with sets of the appropriate number.

C. Sees the relationships of sets.

1. Given two sets of objects, states whether the sets are of equal size.

2. Given two unequal sets, states which has more (fewer) objects.

3. Given an array of sets of various sizes, orders them from smallest to largest.

*4. Identifies an empty set as a set containing no objects. (e.g., How many triangles have four corners?)
5. Given a set, partitions it into two more subsets and states that the subsets are smaller than, and belong to, the major set.
6. Given a set of objects (one to four members), locates the set verbally, names the objects in the set and names the number of objects.
7. Given two or more sets, combines them to form a larger set and states that the original sets were smaller than the combined set.

III. SERIATION TASKS.

A. Seriation. Child arranges in a sequence a set of objects which differ in some attribute.
1. Given a set of objects (e.g., rods), all of which have the same square section but vary in length, arranges them according to their length.
2. Given a set of objects (blocks), all of which have the same square section but vary in height, arranges them according to their height.
3. Given a set of objects of the same height but varying in diameter, arranges them according to their diameter.
4. Given a set of size-graded objects, with members missing from either end, constructs the series, and, when given the missing members, places them at the appropriate ends.

B. Serial Correspondence. Constructs a one-to-one correspondence between two sequences of objects in which the elements of the sequences correspond because they have the same relative positions in the sequence.
1. Given two sets of size-graded objects which are related (circles and sticks to make balloons), orders the two sets on the basis of size and then constructs the one-to-one correspondence between the two sets (attaches sticks to the balloons).
*2. Given two incomplete sets of size-graded objects that are related (paper sails and boats), builds a sequence of the paired objects based on size. When the sequence is completed and the rest of the size-graded pairs are presented, inserts them where they belong in the sequence.

C. Multiple Seriation. Arranges in a sequence a set of objects which differ in more than one attribute.
1. Given a set of objects graduated in height and diameter (nesting cans), places them in proper graduated order without having to resort to trial-and-error experimentation.
2. Given a set of objects graduated in height or diameter and in color hue (dark red-light red), arranges them in the proper sequence.
*3. Given an incomplete set of objects graduated in more than one attribute (length, height, diameter, color, shape, number of sides, etc.), seriates them and when given the missing objects, adds them to the series without having to resort to trial-and-error experimentation.

*4. Given an incomplete set of objects graduated in more than one attribute with members missing from either end of the series, constructs the series and when given the missing objects, places them at the appropriate ends of the sequence.

IV. CLASSIFICATION.

A. Classifies objects considering an increasing number of dimensions.

1. Developmental Sequence.

a. Consistent sorting. Given a mixed array of objects, selects objects alike in some perceptual feature.

*b. SOME and ALL. Given a set of objects of differing colors and shapes, [six blue figures (four boxes, two balls), six red figures (all boxes)] and questions testing understanding of SOME and ALL, answers correctly: Are all of the red objects boxes? Are all of the boxes red? Are all of the balls blue? Are all of the blue objects boxes?

*c. Whole is the sum of its parts. Given a set of cubes, two of one color, six of another color, two statements describing the whole-part relationship, and the question: Which tower would be higher--one made by putting all the red blocks and all the blue blocks together or one made by putting all the blocks together?, states that there would be no difference in height and supply the reason.

*d. Conservation. Given a group of nine objects (triangles) differing in color only, piled and labeled with a nonsense syllable (e.g., mef), states that all the objects are still called by the nonsense syllable (mef) under the three conditions:

1) After the objects are scattered across a table.
2) After the child constructs a pattern with the objects and one is then removed.
3) If the teacher should take one of the objects home.

*e. Inclusion, Subordinate Class, Subclass. Given a set of objects differing in color and shape--six blue objects (four boxes, two balls) and three red balls, answers questions concerning the number of objects in different classes. (Are there more blue objects or more boxes? Are there more red objects or more balls? Are there more balls or more blue objects?)

2. Uses the terms SAME and DIFFERENT correctly.

a. Given an array of objects, selects those that are the SAME.

b. Given two objects, states how they are the SAME, using a complete sentence.

c. Given an array of objects differing in shape and color, chooses an object and puts it in a box along with all the others that are "like it." Child should consistently use a single attribute to select "like" objects.

d. Given an array of objects, most of which are identical, selects the ones that are DIFFERENT.

*e. Given two unlike objects (a circle and a square), states that they are not the same, that they are DIFFERENT, and tells how they are DIFFERENT.

3. Sorts objects based on one dimension.
   a. Given an array of objects which differ in only one attribute (color, function, texture, etc.), sorts them into separate categories on the basis of that attribute (all red balls and all blue balls).
   *b. Given an array of objects which differ in more than one attribute (shape, size and color), sorts them on the basis of one or more of those attributes. Then re-sorts the entire array on the basis of a different attribute or attributes.
4. Sorts objects based on two dimensions.
   a. Given a set of objects differing in only two properties, groups the objects based on the properties represented (red chairs, blue chairs, red balls, blue balls).
   *b. Given an array of objects which differ in more than two attributes, sorts them on the basis of two of the attributes present. (If objects differ in color, shape and size, sorting could be in terms of color and size only.)
5. Does hierarchical sorting.
   a. Given an array of sorted articles, states the basis on which the articles were sorted; then re-sorts the articles on a different basis. Can be repeated several times.
   b. Given an array of items which differ in several dimensions, sorts on one dimension. Then takes each class and sorts it, separately from the other classes, on a second dimension. (Given a set of dishes, sorts them by function: cups, saucers; then takes the cups and sorts by color.)
6. Uses verbal description to guide classification.
   a. Given a verbal description of a class, sorts an array of objects into the described class. (Sorts the blocks by color.)
   b. Given a verbal description of several classes, sorts an array of objects into the described classes. (Sorts the blocks by shape and then by color.)
7. Gives verbal descriptions of classification systems.
   a. Given an array of objects sorted into several classes, describes the basis of classification. (These balls are red; these balls are blue.)
   *b. Given an array of objects of one class (tools) sorted into several classes (color, shape, function), states the basis for the overall class and the subclass.
8. Selects dimensions for sorting.
   *a. Applies the rule for telling whether or not complex figures are the same by selecting those that have the same parts, stating what parts are the same (a set of 4-wheeled vehicles).

*b. Given an array of objects, chooses orally the dimensions on which to classify, and then sorts the objects based on the dimensions specified.

*c. Given an array of objects and several (3 or 4) containers, classifies the objects into the given number of groups and explains why the objects are separated in a particular way. Child must use all the objects in the classification.

B. Classifies objects that become progressively more abstract.

1. Given three-dimensional objects or actual-sized facsimiles of objects, classifies them on the basis of common, simple properties (red balls and blue balls).
2. Given realistic miniatures of objects, groups them on the basis of commonly held properties (dolls of different sex).
3. Given colored photographs, classifies them on the basis of common properties.
4. Given black and white realistic pictures, classifies them on the basis of common properties.
5. Given silhouettes of objects, groups them on the basis of commonly held properties.
6. Given stylized miniatures, not realistic but definitely representative of properties that identify the object, groups them on the basis of commonly held properties.

*7. Given black and white line drawings, groups them on the basis of commonly held properties.

*8. Given impressionistic drawings having minimal visual clues, groups them on the basis of commonly held properties.

C. Classifies objects on different bases.

1. Classifies object by use or function.

a. Given a group of functional objects, groups them by function (broom and vacuum cleaner, glass and cup).

b. Given a group of objects, selects those that would be appropriate for a set of objects based on use or function. (things that tell time).

*c. Given some necessarily related objects (soap-towel-washbowl), grouped according to their common usage in completing a function, names the function (washing your face).

*d. Given a group of objects, selects those that could form a set of objects belonging together because they are used to complete a function, and names the function (bowl, holding cereal; spoon, eating cereal).

*e. Given a set of pictures depicting separate objects, selects those pictures depicting objects which would belong to a set defined for a particular use or function, and names the use or function (glove and mitten, keeping hands warm; flashlight and lamp, seeing in the dark).

2. Classifies objects according to number and size.
   a. Given a mixed array of objects with number properties, groups according to this property. (Group all objects having four wheels.)
   *b. Given an assortment of like objects differing only in size, groups according to this property (large balls, medium-sized balls, small balls.)
3. Classifies objects according to their physical properties.
   a. Given one object, selects from a set of two the object that is the same as the first. Objects can differ in color, size or shape, but in one characteristic only.
   b. Given three objects--one of the objects differing from the others in color, size and shape--selects the two that are the same.
   *c. Given three objects, two of which have one common attribute (e.g., a red ball, a blue ball, a green hat), selects the two which are alike in some way.
   *d. Given an object, describes orally the separate attributes of the object. (It is red, has a top, can hold something inside.)
4. Classifies objects on the basis of relations and contexts.
   *a. Given a set of objects not clearly related perceptually, supplies a reason for why the objects are grouped in that particular way which illustrates a logical relation between the objects.
   *b. Given an array of objects not clearly related, groups some of the objects and supplies a reason for the grouping that illuminates a logical relation between the objects grouped.
*5. Classifies objects by inference from categories. Reasons given do not state inherent similarities in the objects grouped.

V. CONSERVATION.
A. Conservation of Number.
1. Arranges objects by matching them on a one-to-one basis.
   a. Given a set of objects, indicates the number of objects by holding up a corresponding number of fingers.
   b. Given two related sets, matches the members of one set to the members of another set. (Matches a set of spoons to a set of forks.)
   c. Given two sets of objects, names the number of objects in each set, and states whether there is a matching item in the second set for each item in the first set. (Given a set of spoons and a set of bowls, answers the question, "Is there one spoon for each bowl?")
   d. Given two related sets of items (number of boxes and lids), states whether the one group of items has as many as the other group.
2. Arranges objects in linear order.
   a. Given a complete sample of a bead pattern, strings an identical pattern of his own.

1) Matches up to four objects for number, all objects identical in shape, size, and color. (Teacher strings two, three or four round blue beads in a straight line; child copies.)

*2) Matches up objects for color and number. (Teacher strings two round red and two round blue beads; child copies.)

*3) Matches objects for shape and number. (Teacher strings one round, two cube-shaped, then another round bead in a straight line; child copies. Gradually more beads and and shapes are added.

*4) Matches objects for color, shape and number.

*b. Given a partial sample to be repeated until all the beads are used, strings the appropriate beads independently. Same successive approximation outlined in first step applies.

*c. Given a demonstration pattern which is soon removed from view, strings an identical pattern. Same successive approximation outlined in first step applies.

*d. Given verbal instructions for a very simple pattern, but no concrete pattern, strings the desired pattern. Same successive approximation outlined in first step applies.

3. Reproduces three-dimensional constructions.

a. Given a model bridge made of three blocks, reproduces it.

*b. Given a Tinker Toy or block construction, reproduces it. Same successive steps outlined with bead patterns apply here except that there is no linear restriction.

4. Identifies the equality of sets of objects even after physical correspondence is destroyed.

*a. Given two glasses, one which has a top with a slit in it and sides covered so contents cannot be seen, alternates dropping single beads into the two glasses, and states that the number of beads in each glass is the same, "because every time I put one here, I put one there."

b. Given two equal sets of objects, the members of which are moved about, states that there is still the same number of objects in both groups no matter how they are moved.

1) Continues to identify the equality of two sets of objects even though they are displaced.

*a) Given a row of objects and a second row of the same number of objects, its length parallel to the first, after matching the two rows on the one-to-one basis, states that there is the same number of objects in both rows.

*b) Given a row of objects which is displaced laterally, states that the same number of objects remains within the row as before.

*c) Given a line of objects, the child (1) counts and supplies the numerical label for each, the objects then being spread out, and (2) states that there remain the same number of objects.

*d) Given two items representing a dimensional problem (a long line and a short line), selects the object named in an oral direction. (Points to the long line.) When there is added to one of the objects something superfluous which does not contradict the original statement (red circles on the long line), still selects the object based on its dimension.

*2) Continues to identify the equality of two sets of objects even though they are regrouped.

a) Given a line of objects, the objects then being scrambled, states that there remain in the group the same number of objects as before.

b) Given two lines of objects which the child has counted and for which he can supply the numerical label, one line of objects then being scrambled, states that there remains the same number of objects in the two groups.

(1) x x x x x x x
x x x x x x x

(2) x x x x x x x
x x x
x x
x x

c) Given two sets of objects the child has arranged on a one-to-one basis proving the two sets to be equal in number (1). One row is scrambled, the other row being laterally displaced (2) and states that there are still the same number of objects in each set.

(1) • • • • • •
o o o o o o

(2) • • • •
o o o o o o

5. Given unequal sets of objects, the members of which are moved about, indicates which group has more, which group has fewer, maintaining this viewpoint despite the moving of the objects.

a. Continues to recognize the inequality of rows despite lateral displacement.

1) Given two unequal lines of objects he has matched on a one-to-one basis, states which line has more objects and which has fewer.

2) Given two unequal lines of objects he has matched on a one-to-one basis to determine which has more and which has fewer (the longer line then being displaced laterally until the two lines are the same length), states that the two lines are still unequal, and points to the line which contains more members.

a) x x x x
x x x x x
b) x x x x
x xxx x

3) Given two unequal groups of objects, matches on a one-to-one basis, and then adds the appropriate number of objects to the smaller set to make the two sets equal.

b. Continues to state the inequality of two groups of objects despite one of the groups being regrouped into a different shape.

1) Given two groups of objects unequal in numbers, matches the objects on a one-to-one basis to determine which group has the most members. After regrouping the larger group into a smaller area, states that the larger group still has more members--without recounting and supply a reason why. (Each group is the same as before.)

2) Given a collection of objects having a major attribute in common but differing in other attributes (fruit: several each of oranges, bananas, etc.), states there are more objects having the major attribute (fruit) than objects having more specialized attributes (oranges).

*6. Given two groups of objects equal in number, the same number of objects then being added and subtracted from each group, states that the two groups are still equal.

B. Conservation of Quantity and Related Concepts.

1. Conservation of identity of quantities.

a. Given a container of liquid, the contents of which the child has identified (orange juice), the liquid then being poured into a second container, states that the liquid is the same (orange juice) and gives a reason that indicates understanding.

b. Given two containers of liquid, the contents of which the child has identified as being the same (orange juice), the contents of one of the containers then being poured into a third container, states that the content (orange juice) of the third container remains the same as that of the first.

2. States that discontinuous quantities whose equality has been established remain equal despite changes in containers.

a. Given two identical containers, one of which is filled with a discontinuous quantity (pebbles, beads, seeds, etc.), predicts the quantity level in the second container after pouring from the first container.

*b. Given two large containers and two small containers, the sum capacity of the two small ones being equal to the capacity of one of the large containers, the child agreeing that the discontinuous quantities in the two large containers are equal, pours the contents from one of the large containers into the small containers and states that the total amount in the two small containers is the same as the amount in the remaining large one.

*c. Given two identical beakers, each full of a discontinuous quantity, one beaker being poured into a taller, thinner container, states that the amount in the taller, thinner container equals that in the remaining beaker and explains why.

C. States that lengths or distances remain equal whether or not they are located in space. Given two straight objects of equal length placed together, states that they are equal in length. One object being moved laterally, states that the two objects remain equal in length.

D. States that the weight of an object does not change if it does not lose mass.

*1. Given an object (a plasticine ball), a piece then being removed from it, states that the ball now weighs less than it did.

*2. Given an object (a plasticine ball), which is flattened out, states that it still remains the same weight it was.

*3. Given two objects (plasticine balls) which are weighed on a balance in front of the child and labeled equal in weight, a piece being taken from one of the objects, states that the two objects do not now weigh the same and names the heavier object.

*4. Given two plasticine objects which are weighed on a blance and proved equal in weight, one of the objects being changed in form (flattened out as a pancake), states that the two objects continue to weigh the same.

*E. States that the area of a figure remains the same when only its outline is changed. Given a sheet of paper which is cut in half and the pieces placed end to end, states that the area of the paper remains the same.

*F. States that the volume of a figure does not change when its outline is changed.

*1. Given a plasticine ball that is first round and then changed in form, states that the volume of plasticine remains the same.

*2. Given an object (a plasticine ball) which is flattened out, states that it still remains the same weight it was.

G. Interprets what he sees relative to a particular visual perspective.

1. Given a pattern, makes a 90° transformation from the scene and reproduces the pattern. Given a simple place setting, a plate, knife, fork and cup on one side of a table, sets up an identical place setting one quarter of the way around the table. Progresses to a 180° transformation across the table. Should devise his own means of remembering "where things go."

*2. Estimates the relative size and distance away of two objects in various perspectives (both large, one close and one far; one small and one large, both far).

*3. Given one view of an object and several other views of that object and other objects from various orientations (front, back, side, top, bottom, various angles, and distances, etc.), identifies which views are other views of the original object and which are views of different objects.

*4. Given a mirror image and a direct image of an object, selects the direct image of the object.

VI. PROBLEM SOLVING.

A. Logical Reasoning.

1. Infers through recognizing size relationships in solving problems.

a. Given an opening that two vehicles of varying size can pass through, the larger vehicle actually going through, states that the smaller vehicle can pass through because it is even smaller than the one which did pass.

b. Given two vehicles of different sizes and an opening too small for either, the smaller of the vehicles moving to the opening and failing to pass through, states that the other will not be able to go through either because it is even bigger than the vehicle that did try.

*c. Having stated that object A is larger than (or smaller than) object B, and object B is larger than (or smaller than) object C, states that object A is larger than (or smaller than) object C. (Logical Transitivity)

2. Completes short term sequences so they remain consistent with clues that have been given.

a. Given sequence cards (e.g., an apple being gradually eaten), arranges the cards in the appropriate order.

b. Given an incomplete sentence, a word missing from the end of the sentence, supplies the missing word. (This morning I came to _____.)

*c. Given an incomplete sentence, a word missing from the middle of the sentence, supplies the missing word. (A _____ is used for telling time.) The statement of the sentence should not indicate where the missing word fits in.

3. Infers through creating, selecting, and/or rejecting solutions to hypothetical problem situations.

a. Given a problem with a variety of possible solutions, selects the one best suited to the situation. (If you are hungry at school, whom would it be best to ask for food--a friend, your mother or a teacher?) Justifies the response given.

b. Given a problem, orally explains why a particular action is not appropriate. (If we want to play with the ball in a few minutes, why would we not put it away in the closet?)

*c. Given a problem that is stated orally (Johnny wants to eat one of those cookies up there), and a picture which includes clues to the solution of the problem, states a solution to the problem.

*d. Given problems stated in increasingly abstract terms, answers them in such a way that the responses signify comprehension of the problem.

1) Level I. What must you do when you are thirsty? What do we use stoves for?

2) Level II. Why do we have houses? Why do we have books?

3) Level III. What do we do with our eyes? What do we do with our ears?

4) Level IV. What would you do if you found on the streets of a city a three-year-old baby that was lost from his parents? What should you do when you have broken something that belongs to someone else? What should you do when you are on your way to school and see that you are in danger of being late?

*e. Given a problem, suggests more than one practical solution to the problem. (Overalls with a button missing--a new button can be sewn on; a safety pin can be used, etc.)

4. Infers by logical inclusion or exclusion.
   a. Identifies the one that is different in an array of items or incidents.
      1) Given a drawing of three like forms and one which is different, selects the one that is different.
      *2) Given a drawing of three like forms and one which is different, states how the unlike form is different.
   *b. Inclusion: Given a description of an object and an array of possible objects, each of which fits parts of the description, chooses the best answer. (I am round and red, can be eaten, and grow in a tree: a ball, tomato, catsup, an apple?)
5. Identifies cause and effect.
   a. Given a series of absurd pictures, tells what is wrong with each (cat and mice playing together).
   b. Given a sequence of cards depicting a cause and effect (a batted ball resulting in a broken window), arranges the cards in the appropriate order.
   *c. Given a cause in a story, states the effect. (Three Little Pigs: Wolf blew on the house of straw--it fell down.)
   *d. Given a cause, supplies the probably effect. (A child is given a cookie--probably eats it.)
   *e. Given an effect, supplies a probable cause. (A broken glass--probably it was dropped.)
6. Solves problems involving patterns.
   *a. Given a small-scale picture of a tile design, constructs the design using large tiles.
   *b. Given a picture of three-dimensional construction, and the necessary materials for constructing it, produces the appropriate construction.
   *c. Given a string of beads or a three-dimensional construction that repeats itself in two or more sections, adds one more section that duplicates the pattern.
   *d. Given a recurrent pattern of flashing lights, predicts which light will flash next.
7. Solves problems dealing with analogies.
   *a. Given familiar polar discriminations that become increasingly more abstract, answers them correctly in a complete sentence. (Brother is a boy; sister is a _____.)

*b. Given an incomplete analogy, completes it. (I sit on a chair; I sleep on a _____.)

B. Problem Attack.

1. Mediates his own problem solving activity.
   a. Asks himself questions orally.
   b. States rules to self orally.
   *c. States logical deduction to self orally.
2. Chooses materials to be used in problem solving based on the attributes of the problem.
   a. Given familiar objects (house, window, book), states what materials they are made of.
   b. Sorts objects according to possible function in solving a problem. (To make a drawing, paper and a marking instrument will be needed, not scissors.)
   *c. Predicts possible difficulties in the use of certain materials. (In making a drawing, chalk will smear; crayon is more easily managed on the paper.)
   *d. Thinks of unusual uses for things. (A can may be used to draw circles.)
   *e. Given an abacus, solves mathematical problems dealing with everyday experience.
3. Gathers information from various sources and selects what is relevant.
   *a. Formulates questions relevant to a problem.
   b. Asks appropriate people for information.
   *c. Rejects irrelevant information.
4. Location of Points.
   a. Locates points in the real environment.
      1) Follows a described route, passing designated places in a designated order.
      2) Names all points that would be passed in a given route (from x to y).
      *3) Orally describes a route a person has followed.
      *4) Given an item that has been hidden, searches an entire area systematically keeping track of areas that have already been searched.
         a) Scans the general area and states whether the object is visible.
         b) Orally reduces the possibilities of where the item may be on the basis of what the item is. (A basketball could not be in a drawer.)
   b. Using a two-dimensional map, locates points or paths on the map.
      1) Finds a location described in terms of the objects there.
      2) Describes a location orally in terms of the objects at the location.
      *3) Finds a location described in terms of its positional location with reference to other objects.

*4) Traces a described route, passing designated places in designated order.
*5) Names all the points that would be passed taking a given route between point x and point y.
*6) Describes a route a person has followed.

*c. Given a three-dimensional model, locates points or paths using the model.
1) Places a doll at the point in the model where a real person is standing.
2) Places a real person at a point where a doll is on the model.
3) Names and points to objects in model that correspond to the objects for which they are models.
4) Arranges model furniture, etc., to correspond to arrangement of real furniture, etc.
5) Traces with finger a described route, passing designated places in a designated order.
6) Finds a location stated in terms of what objects are there.
7) Finds a location stated in terms of its positional location with reference to other objects.
8) Names all the points that would be passed in a given route between point x and point y.
9) Describes a location by stating what objects are there.
10) Describes a location by stating its positional location (near, above, below) with reference to another object.
11) Describes a route a person has followed.

5. Uses examples to solve problems.
a. Given two objects or pictures, states whether they are identical or not identical.
b. Given a model (a large red circle), selects the object identical to it from an array, which includes objects that differ considerably from the model.
c. Given an array of objects, all except one being identical to a sample object, selects the one that is different from the sample object.
*d. Given an array of objects, only one of which has no discernible attribute in common with the rest, selects the one that is different from all the rest of the objects. The discrimination task can at first be simple and become increasingly more difficult.
*e. Given a model (a large red circle), selects from an array of similar items another item that is the same in one specified dimension (a small blue circle, circle being the specified dimension), ignoring the other dimensions.
*f. Given two non-identical examples, states in what way(s) they are the same and in what way(s) they are different.
*g. Given a set of non-identical examples, all having one common attribute, states what they all have in common.

*h. Given two classes of examples, states how the two classes differ.
*i. Given a problem (Are all green items the same weight?), selects from an array the examples that should be studied.

6. Tests and verifies possible solutions.
*a. Tries out a given solution on original problems. (If he thinks crayon will write on plastic where paint will not hold, tries it on other materials.)
*b. Tests, then states conditions under which a given solution could apply. (Poster paint can be used when there is no waxed surface.)

Affect

Objectives included in the affective domain cut across objectives listed under the categories of ORIENTING AND ATTENDING SKILLS, PSYCHOMOTOR, LANGUAGE, AND COGNITION. Some of the objectives classified under the heading of ORIENTING AND ATTENDING SKILLS, particularly SOCIAL SKILLS, fall in the affective domain under SELF AND OTHERS.

Some of the affective objectives grouped under "Graphic and Plastic Arts" are almost identical to some of those listed under CREATIVE ACTIVITIES in the major category, PSYCHOMOTOR ACTIVITY while some of the affective objectives grouped under "Music" are similar to those labeled "Musical Activities" in the MOTOR ACTIVITY category.

A number of the objectives included here are also goals in the areas of language development and cognitive growth.

I. SELF AND OTHERS.
A. Feelings of Self-Worth.
1. In an open field situation, indicates positive self-image by the following behaviors:
a. Enters into new tasks (or situations).
b. Shares self (interaction):
1) Ideas and/or experiences.
2) Cooperative activities (games, tasks, creative expression).
c. Volunteers to do tasks.
d. Shares material things:
1) Food.
2) Toys.
3) Other.
e. Indicates that he senses himself as a member of different groups (e.g., family, young children, people who watch AROUND THE

BEND, mobile classroom students, those who live in a given area, etc.) through:
1) Comments.
2) Nonverbal actions.

f. Makes choices.
g. Engages in activities which indicate awareness of health and/or safety habits (e.g., brushes teeth, looks both ways before crossing street).
h. Engages in creative play.

2. In an open field situation, gives evidence of feelings of self-worth by indicating positive attitudes toward others and/or their contributions in the following ways:
a. Asks others for their help:
1) Asks for ideas.
2) Asks for help with physical tasks (manipulation).
b. Reacts to others and/or their accomplishments:
1) Verbally.
2) Nonverbally.
c. Offers to help others.
d. Expresses feelings toward others (family and others):
1) Verbally.
2) Nonverbally.

B. Language and the Fine Arts.
1. Speech and the Printed Word.
a. While or after listening to a story or poem (or other situation where language is used), indicates awareness of and reaction to aesthetic qualities of language.
1) Verbally.
2) Nonverbally.
b. Indicates whether he wants to hear a story or poem:
1) Verbally.
2) Nonverbally.
c. Listens to a story or poem.
d. Reacts to a story or poem through:
1) Verbal expression of opinions and/or feelings.
2) Nonverbal expression of opinions and/or feelings.
3) Dramatization of the story or poem.
e. Relates experiences.
f. Creates or retells stories and/or poems.
g. Engages in dramatic play.
h. In a situation where language is being used, indicates awareness of the usefulness of language in identifying objects.

2. Graphic, Plastic, and Other Arts.
a. Graphic.
1) Given an unstructured situation involving graphic arts materials, experiments with materials (e.g., mix colors, creates designs, pictures) with a minimum of support or supervision.

2) When pictures are displayed:
   a) Looks at the pictures.
   b) Reacts to aesthetic qualities of pictures verbally and/or nonverbally.
   c) Reacts verbally and/or nonverbally to content of pictures.

b. Plastic.
   1) Given an unstructured situation involving plastic art materials (e.g., finger paint, modeling clay), imposes individual and distinct shapes on the material with a minimum of support or supervision.
   2) When plastic art forms are displayed:
      a) Looks at the objects.
      b) Reacts to aesthetic qualities of the objects verbally and/or nonverbally (including tactile exploration).

c. Other (e.g., paper sculpture, collage)
   Given an unstructured situation involving various materials (e.g., paper, paste, cloth), experiments with the materials with a minimum of supervision.

3. Music.
   a. Listens to music.
   b. Reacts vocally to music through:
      1) Expression of opinion or feeling.
      2) Humming or singing.
   c. Reacts nonverbally to music through:
      1) Movement to rhythm.
      2) Other.
   d. Spontaneously engages in musical activities.

II. THE ENVIRONMENT (physical and utilitarian aspects, aesthetic qualities).
   A. Natural Environment.
      1. Identifies objects and features found in the natural environment (e.g., water, lakes, soil, rocks, mountains, plants, animals).
      2. In an open field situation, reacts to the natural environment.
         a. Makes comments such as:
            1) "I like a sunny day."
            2) "The rain is good for the plants."
            3) "Leaves fall in autumn."
         b. Cares for and assumes responsibility for the natural environment in the following ways:
            1) Transplanting, cultivating, watering plants.
            2) Feeding, caring for animals.
         c. Reacts in the following ways:
            1) Smelling, touching, handling flowers, leaves, etc.
            2) Stroking animals.
            3) Handling rocks, soil.
            4) Refraining from littering, picking up litter.
            5) Collecting rocks, leaves, flowers, etc.

B. Man-made Environment (e.g., buildings, other structures, transportation facilities, household items, toys, institutions).

1. Identifies man-made objects and structures (e.g., vehicles, tools, buildings, and other structures, household items), and tells how each is used.
2. In an open field situation, indicates awareness of and reaction to the man-made environment:
   a. Makes comments such as:
      1) "That house is pretty."
      2) "This chair is just my size."
      3) "The store (church, parking structure) is bigger than my house."
      4) "People learn things at school."
   b. Cares for and assumes responsibility for the environment in the following ways:
      1) Sweeping, dusting.
      2) Putting away clothes, toys.
      3) Refraining from littering, picking up litter.
   c. Engages in activities such as:
      1) Arranging furniture (for usefulness, to please the eye).
      2) Playing with toys.

Objectives for Parents

In addition to supplying a child's basic physical needs, a prime responsibility of a parent is the child's need to feel himself a worthwhile individual in his own right. Actually, virtually all goals for parents in an early childhood education program could be included under the general heading: THE CHILD'S SELF-IMAGE.

The first section of objectives for parents in this document bears that title. It must be emphasized, however, that for a child to develop a positive self-image it is important that he express himself through the media of language and the fine arts and that he have ample opportunity to interact with his natural and social environment. Therefore, two additional categories of objectives, LANGUAGE AND THE FINE ARTS and THE ENVIRONMENT, have been included.

The outline of objectives for parents is as follows:

I. THE CHILD'S SELF-IMAGE.
   A. To help the child develop a feeling of self-worth, the parent:
      1. Listens to the child.
      2. Answers the child's questions.
      3. Asks the child questions.
      4. Overtly shows affection for the child (a smile, a nod, a pat on the head, a word).
      5. Responds to the child's requests (complying with them when appropriate).
      6. Shares ideas and/or experiences with the child.
      7. Asks the child to help with simple tasks within his ability.
      8. Praises the child.
      9. Encourages the child to extend his abilities, try new things, improve skills (e.g., motor--piling blocks higher; language--using new words).
      10. Provides opportunities for the child to develop self-direction, self-discipline.
         a. Gives the child the opportunity to make choices.
         b. Helps the child become aware of the consequences of his choices.
         c. Provides guidelines for the child's behavior, gradually broadening the guidelines.
      11. To help set for the child examples of health and safety, the parent:
         a. Washes hands before eating.
         b. Reminds the child to wash hands before eating.
         c. Avoids excessive amounts of sweets.
         d. Eats nutritious foods.
         e. Provides tasty, nutritious food for the child.

f. Dresses for the weather.
g. Makes provision for the child to get adequate, restful sleep.
h. Makes provision for the child to get adequate exercise.
i. Models and instructs the child regarding care in crossing streets, driveways, or roads; in handling toys and other objects; in avoiding certain dangerous objects and/or practices.
j. Communicates to the child that these practices are important because he, the child, is important.

II. LANGUAGE AND THE FINE ARTS.

A. To help the child develop his ability to use the language, the parent:
1. Talks with the child.
a. Models language behavior for the child.
b. Encourages the child to use language.
1) Asks questions.
2) Listens to the child.
c. Introduces new words into the conversation.
2. Reads to the child.
3. Tells stories to the child.
4. Encourages the child to talk about or retell stories read or told to him.
5. Engages in dramatic play with the child.
6. Encourages the child to engage in "make-believe" verbal activities (dramatic play or creating stories).
7. Encourages the child to relate his experiences.
a. Provides opportunities for a variety of experiences--going for a walk with the child, making cookies, etc.
b. Asks questions.

B. To help the child develop an awareness of and participation in the fine arts, the parent:
1. Provides the child with crayons, paints, paper, clay and other materials for art activities.
a. Assists the child when needed in preparation for using materials.
b. Praises the child's products and efforts.
2. Provides pictures and other art objects for the child to observe and/or handle.
a. Comments on the objects.
b. Elicits comments from the child.
3. Provides the child with the opportunity to hear music--vocal and instrumental.
a. Provides a setting which has a minimum of distraction.
b. Encourages the child to react to music.

1) Humming or singing.
2) Moving to rhythm.

4. Encourages the child to create music of his own.
   a. Provides rhythm sticks, drums (may be home-made from boxes, etc.), and other objects (including musical instruments) which could be used to produce rhythm and/or melody.
   b. Listens to the child sing something he has made up.

III. THE ENVIRONMENT.

A. To help the child become increasingly aware of his surroundings, the parent:

1. Goes for walks with the child.
   a. Comments on plants, animals, streams, sun, wind, etc.
   b. Takes time to allow the child to observe surroundings closely.
   c. Encourages the child to handle appropriate objects.
   d. Warns the child about things to be avoided (e.t., poison ivy).
   e. Points out and models safety practices (e.g., walking facing traffic on a highway, watching footing on an embankment).
2. Takes the child to visit store, library or other available place of interest (e.g., museum, civic center, county fair).
   a. Supplies information about the purpose of the place, the structure, the people, etc.).
   b. Encourages questions and comments--also exploration, where appropriate.
3) Takes the child to visit newspaper office, radio and/or n television station, post office.
   a. Provides opportunity for the child to travel by various means (on foot, by automobile, bus, train, plane, boat, etc.).
   b. Takes the child to visit airport, bus depot, etc.
   c. Observes cars, trucks, bicycles, planes, etc., engaging the child in conversation about possible destinations, source of power, passengers.
   d. Looks at pictures (in books, magazines, movies) with the child; discusses, inviting comments.
   e. Observes, with the child, highways, bridges, railroad tracks; discusses their functions in transportation, their need for maintenance.
   f. Supplies the child with safety information suitable to his maturity.
   g. Engages the child in conversation about communication: talking face-to-face, telephone, telegraph, letters, newspapers, magazines, books, radio, television, various kinds of signals.
      1) Gives the child the opportunity to talk on the telephone.
      2) Writes a letter dictated by the child (or the child may write all or part of the letter himself--do not force him).

Curriculum Coordination

Effective home-oriented instruction requires a concentrated team effort for comprehensive curriculum planning and coordination of instructional activities. The Curriculum Planning Model (following this section) illustrates this coordination process.

The design and tests of the Home-Oriented Preschool Education were based on a set of established objectives. Other home-oriented instruction for children need not be based on these particular objectives; but any instructional program designed for children at home must be structured around a comparable set of objectives.

After objectives are established, curriculum planners must design the activities to achieve them. To facilitate continuity and integration throughout the HOPE curriculum, the Materials Production Team should identify general instructional themes. This section illustrates the integration of these themes, objectives, and activities in the curriculum development process. More detail is available in the Materials Preparation Guide.

Instructional themes

Theme is defined as the broad concept which integrates a series of TV lessons with materials for mobile classroom and parent instruction. Themes deal with universal experiences and relate to the child's life and the world in general. These include social, emotional, psychomotor, and intellectual experiences. They deal with such concepts as interdependence, change, values, basic human needs, feelings, responsibility,

communication, reality and imagination, similarities and differences, order, and beauty. The list of themes used for one year by the HOPE development team is included in the Materials Preparation Guide.

Use of the instructional theme to integrate the program components is outlined in the Curriculum Planning Model. The theme is selected and objectives for the week are identified. Using the theme, television lessons are titled and activities are suggested which will help achieve the objectives of the mobile classroom teacher and home visitor.

To illustrate this process, the model uses materials from Week 14 of the HOPE operational test. That week was planned around the theme "Becoming Aware of the World."

Objectives

To apply the Curriculum Planning Model, objectives are first selected from the major divisions: cognition, affect, psychomotor, orienting and attending skills, and language. This classification of objectives is shown on the Master Curriculum Planning Guide (see illustration included in the planning model).

For a given lesson the objectives are classified as primary and secondary. A primary objective selected for the instructional theme is the major emphasis within the lesson, and content and activities are planned to achieve it. The lesson title will reflect general content. Because of specific content and activities chosen, however, opportunities may be provided for the achievement and/or reinforcement of other objectives. These are classified as secondary objectives.

Objectives may also be divided among the delivery media, i.e., television lessons, mobile classroom sessions, and parent instruction. Objectives classified according to delivery may cut across all other divisions and classifications.

When selected for a specific lesson, objectives can then be classified as general and specific. As an example, on the Master Curriculum Planning Guide, "sensory discrimination" is stated as a general objective, and "distinguish objects by touch, taste, etc." relates to a specific behavioral objective.

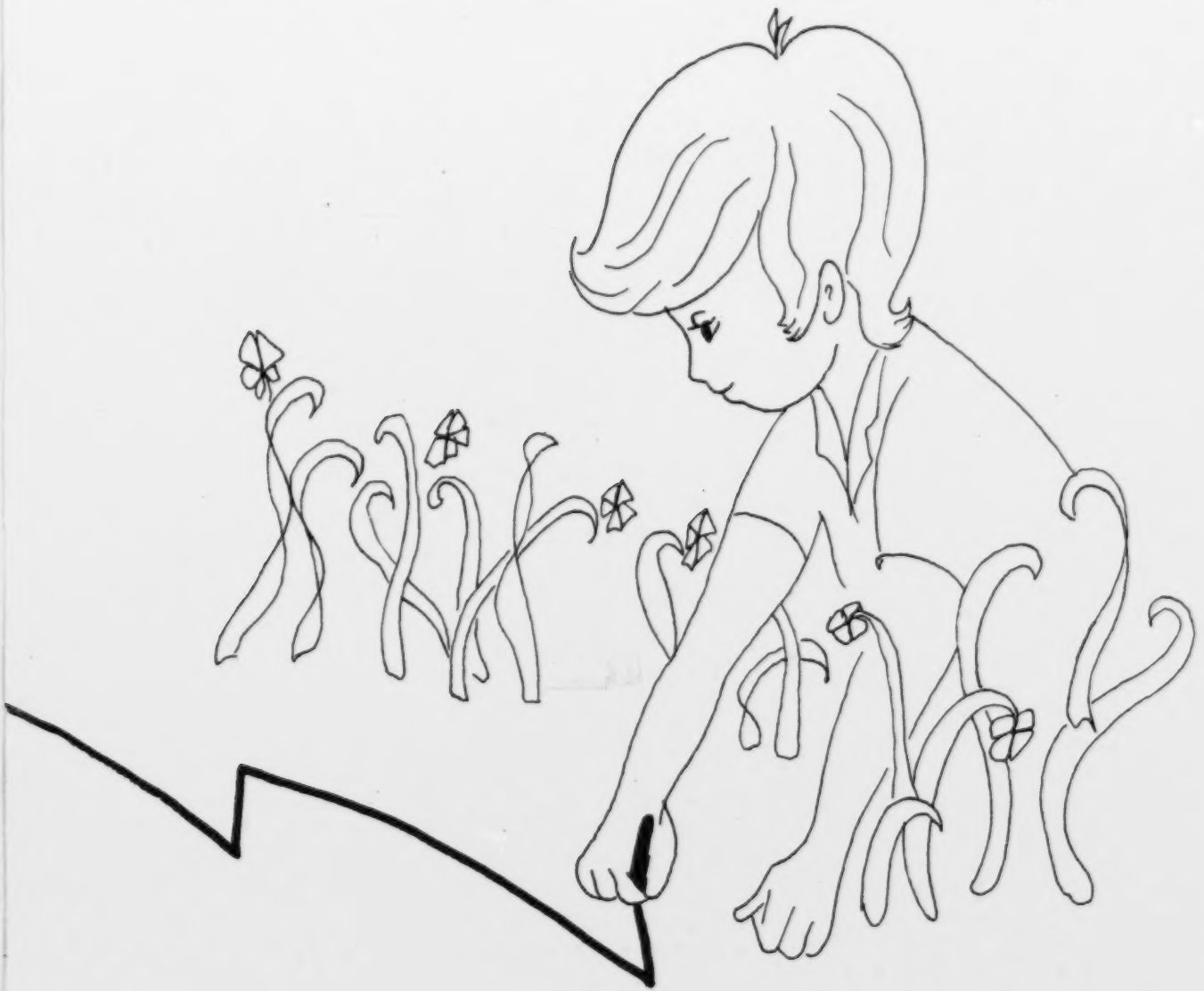
The record of selection and treatment of objectives for planning purposes should be kept through the Master Curriculum Planning Guide. The most important consideration is that plans and records reflect the treatment of objectives from the comprehensive listing and by the behavioral and skill classifications. With minor revisions the plan may be repeated year after year.

Plans and records of the treatment of objectives by medium of delivery serve two important functions. (1) During the second (and following) years of planning, production, and implementation, past records must be studied to avoid unnecessary replication of themes and activities. (2) The division by medium of delivery represents a basic record on which to design a feedback system, including curriculum specific tests.

Activities

HOPE activities are accomplished through the media of television, mobile classroom instruction, and parent instruction to achieve child behavioral and skill development. Activities for each component are related to specific objectives and planned according to the media delivery capabilities. Activities are planned with reference to their appropriateness for the target audience, the extent to which they will contribute to meeting specified objectives, offer variety in learning, production and performance feasibility, personnel requirements, and materials needed.

CURRICULUM PLANNING MODEL
HOME-ORIENTED PRESCHOOL EDUCATION



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HOPE CURRICULUM PLANNING MODEL

This planning model for the Home-Oriented Preschool Education Program has been prepared to illustrate the way materials and lessons are integrated throughout the three components of the program.

The curriculum developed for Week 14 of AEL's Home-Oriented Preschool Education Program operational test is used to describe the planning process involved in the preparation of materials for one week. The model includes:

- Instructional Theme: the concept which integrates the television lessons and parental and mobile classroom instruction for the week.

- Television Lesson Titles: statement of individual lesson titles, with a brief description of each lesson to indicate the way it expands the theme for the week.

- Master Curriculum Planning Guide: a guide for the curriculum planners which lists the primary and secondary objectives to be emphasized through the tri-dimensional delivery system under major categories of cognition, affect, motor activity, orienting and attending, and language. These objectives are keyed to the original objectives selected for HOPE (See complete listing in the Curriculum Planning Guide).

- Objectives and Activities by Delivery System: a listing of general and specific objectives for individual lessons showing the activities used to meet the objectives through the tri-dimensional delivery system.

- Television Lesson Scripts: an outline of scripts for Week 14 of the HOPE operational test. These script outlines were prepared to meet specific objectives, which are reinforced through home and classroom instruction.

- Parents' Guide: The weekly newsletter delivered to parents by home visitors in advance of the broadcast of related television lessons; it suggests activities for parent-child instruction to supplement the TV and mobile classroom instruction. (Activity sheets are included.)

- Home Visitor Activities: suggested activities for each home visitor for use in planning her visits to the homes of the children; they relate to the television and mobile classroom instruction for the same week.

- Mobile Classroom Instructional Guide: suggestions to help the teacher and her aide plan activities and instruction for the mobile classroom session that will complement the TV and parental instruction.

HOME-ORIENTED PRESCHOOL EDUCATION, WEEK 14

Instructional Theme

"Becoming Aware of the World"

Lesson Titles

"Learning About Money" (identifies coins and their value; how money is used in a child's life)	Lesson No. 66, Monday
"What's in the Trunk?" (stimulates the child's curiosity; encourages him to try new things and become more aware of his environment)	Lesson No. 67, Tuesday
"Hurricane!" (creates awareness of weather and environment)	Lesson No. 68, Wednesday
"Play 'Around the Bend'" (explores the five senses; emphasis on touch; game used to reinforce color recognition and recognition of shapes)	Lesson No. 69, Thursday
"Friends are for Loving" (discusses relationships, friendships, sharing from the child's point of view)	Lesson No. 70, Friday

MASTER CURRICULUM PLANNING GUIDE

The Master Curriculum Planning Guide contains a listing of the primary and secondary objectives to be emphasized through the tri-dimensional delivery system under major categories of cognition, affect, motor activity, orienting and attending, and language. Each objective presented on this guide bears the same numbering system used in the complete statement of objectives in the Curriculum Planning Guide.

As an example of how the guide is used, see MASTER CURRICULUM PLANNING GUIDE, Lesson 66, Week 14, "Learning About Money." The first objective, under COGNITION, is stated as "child selects appropriate coin from group of four--penny, nickel, dime, quarter--as an oral directive is given." To find the complete statement of this objective, you would look under COGNITION, PART 1: SENSORY DISCRIMINATION, Section 1-F-3-c, in the complete statement of objectives mentioned above.

The objectives listed above the line represent primary objectives; those listed below the line represent secondary objectives.

MASTER CURRICULUM PLANNING GUIDE
Home-Oriented Preschool Education

Objectives for Lesson No. 66, Week 14, "Learning About Money"

COGNITION	AFFECT	MOTOR ACTIVITY	ORIENTING & ATTENDING	LANGUAGE
Part 1: SENSORY DISCRIMINATION II. PERCEPTUAL DISCRIMINATION F. Number 3. Number Terms c. Child selects appropriate coin from group of four--penny, nickel, dime, quarter--as an oral directive is given.	I. SELF AND OTHERS B. Language and the Fine Arts 1. Speech and the printed word c. Child listens to story. d. Child reacts to story. 3) Dramatization of the story. f. Child creates or retells stories. 2. Graphic and plastic arts a. Graphic 2) When pictures are displayed: c) the child reacts verbally and/or nonverbally to content of pictures.			

MASTER CURRICULUM PLANNING GUIDE
Home-Oriented Preschool Education

Objectives for Lesson No. 66, Week 14, "Learning About Money" (Cont'd.)

SECONDARY

COGNITION	AFFECT	MOTOR ACTIVITY	ORIENTING & ATTENDING	LANGUAGE
Part 1: SENSORY DISCRIMINATION II. PERCEPTUAL DISCRIMINATION E. Form recognition 6. Child identifies printed symbols. a. Given a single letter m, name it by saying m. Part 1: SENSORY DISCRIMINATION I. AUDITORY DISCRIMINATION E. Child distinguishes rhyme.			III. DIRECTION FOLLOWING B. Given instructions on locating an object, find the object.	Part 2: DESCRIPTIVE LANGUAGE I. DESCRIBING OBJECTS AND EVENTS A. Child labels objects, actions and qualities. 3. Given a picture of a single object, name it (penny). B. Child identifies and describes objects on basis of different attributes. 3. Identify and describe an object in terms of its function (a penny is something you spend).

Vocabulary and Concepts:
money, buy, nickel, penny, value, worth, dime, next
coin: penny, nickel, dime
letter: m

MASTER CURRICULUM PLANNING GUIDE
Home-Oriented Preschool Education

Objectives for Lesson No. 67, Week 14, "What's in the Trunk?"

COGNITION	AFFECT	MOTOR ACTIVITY	ORIENTING & ATTENDING	LANGUAGE
Part I: SENSORY DISCRIMINATION II. PERCEPTUAL DISCRIMINATION J. Time 1. Child identifies and applies time-related terms. c. Given occurrences in relationship to some event, state which occurrences took place BEFORE and which took place AFTER. d. State activities that occurred during a specified day as teacher names day in terms of TODAY, YESTERDAY, and TOMORROW. f. Given two occurrences in relationship to some event, state whether a named occurrence took place BEFORE	I. SELF AND OTHERS A. Feelings of self-worth 1. In an open field situation, the child indicates positive self-image by the following behaviors: a. Enters into new tasks. f. Makes choices. g. Engage in activities which indicate awareness of health and/or safety habits.			

PRIMARY

MASTER CURRICULUM PLANNING GUIDE
Home-Oriented Preschool Education

Objectives for Lesson No. 67, Week 14, "What's in the Trunk?" (Cont'd.)

COGNITION	AFFECT	MOTOR ACTIVITY	ORIENTING & ATTENDING	LANGUAGE
g. Given an occurrence that has happened, is occurring, or will happen, state whether the occurrence took place TODAY, YESTERDAY, or TOMORROW. 2. Child hypothesizes based on time concepts. a. Given illustrations of the first two segments of a sequence, select from other illustrations the last segment of the sequence. Part 2: HIGH ORDER COGNITIVE ACTS VI. PROBLEM SOLVING A. Logical Reasoning 3. Child infers through creating, selecting and/or rejecting solutions to hypothetical situations.				

MASTER CURRICULUM PLANNING GUIDE
Home-Oriented Preschool Education

Objectives for Lesson No. 67, Week 14, "What's in the Trunk?" (Cont'd.)

	COGNITION	AFFECT	MOTOR ACTIVITY	ORIENTING & ATTENDING	LANGUAGE
& PRIMARY	d. Given problems stated in increasingly abstract terms, answer them in such a way that the response signifies comprehension of the problem. 4. Child infers by logical inclusion or exclusion				
SECONDARY	IV. CLASSIFICATION A. Child classifies objects considering an increasing number of dimensions. 6. Child uses verbal description to guide classification. a. Given a verbal description of a class, sort an array of objects into described class.	I. SELF AND OTHERS B. Language and the Fine Arts 1. Speech and the printed word b. Child indicates whether he wants to hear a story. c. Child listens to a story. d. Child reacts to story.	I. GROSS MOTOR ACTIVITY D. Basic Forms of Movement 1. Slide (skate) II. FINE MOTOR SKILLS D. Coordinating use of hands. 3. Use both hands in coordinated effort to accomplish a task (rubbing hands together).		Part 1: LANGUAGE CONSTRUCTION II. CHILD PRODUCES SENTENCES B. Polar attributes 1. Child makes polar discriminations. Part 2: DESCRIPTIVE LANGUAGE I. DESCRIBING OBJECTS AND EVENTS A. Child labels objects, actions and qualities.

MASTER CURRICULUM PLANNING GUIDE
Home-Oriented Preschool Education

Objectives for Lesson No. 67, Week 14, "What's in the Trunk?" (Cont'd.)

COGNITION	AFFECT	MOTOR ACTIVITY	ORIENTING & ATTENDING	LANGUAGE
C. Child classifies objects on different bases. 1. Child classifies objects by use or function. a. Given a group of functional objects, group them by their function. b. Given a group of objects, select those appropriate for a set of objects based on use or function.	e. Child relates experiences. 2. Graphic and plastic arts b. Plastic 2) When plastic art forms are displayed the child will a) look at the objects; b) react to aesthetic qualities of the objects verbally and/or nonverbally. 3. Music a. Child listens to music c. Child reacts nonverbally to music. 1) Child moves to rhythm.			8. Given an object, verbally characterize the object in a number of unique meaningful ways. B. Child identifies and describes objects on the basis of different attributes II. DRAMATIC EXPRESSION C. Child tells stories.

MASTER CURRICULUM PLANNING GUIDE
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Objectives for Lesson No. 67, Week 14, "What's in the Trunk?" (Cont'd.)

SECONDARY

COGNITION	AFFECT	MOTOR ACTIVITY	ORIENTING & ATTENDING	LANGUAGE
	II. THE ENVIRONMENT B. Man-made Environment 1. In an open field situation the child indicates awareness of a reaction to the man-made environment by a. Verbal comments b. Caring for an assuming responsibility for the environment. 3. Refraining from littering; picking up litter.			

Vocabulary and Concepts:
calendar, clock, birthday, New Year's Day, lunch, time, change, old, jam, noon
geometric shapes: square, circle, triangle, rectangle

MASTER CURRICULUM PLANNING GUIDE
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Objectives for Lesson No. 68, Week 14, "Hurricane!"

PRIMARY

COGNITION	AFFECT	MOTOR ACTIVITY	ORIENTING & ATTENDING	LANGUAGE
Part 2: HIGHER ORDER COGNITIVE ACTS VI. PROBLEM SOLVING A. Logical reasoning 3. Child infers through creating, selecting and/or rejecting solutions to hypothetical problem situations. a. Given a problem with a variety of possible solutions, select the one best suited to the situation.		II. FINE MOTOR SKILLS D. Coordinating use of hands.		

SECONDARY

Part 1: SENSORY DISCRIMINATION II. PERCEPTUAL DISCRIMINATION E. Form Recognition 1. Child matches pictures. 6. Child identifies printed symbols. a. Given a single letter r, name it by saying r.	I. SELF AND OTHERS B. Language and the Fine Arts 1. Speech and the printed word c. Child listens to a story. d. Child reacts to a story. g. Child engages in dramatic play.	III. CREATIVE ACTIVITIES B. Dramatic Play 7. Move to record of wind by bodily movements, gestures and facial expression.		

MASTER CURRICULUM PLANNING GUIDE
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Objectives for Lesson No. 68, Week 14, "Hurricane!" (Cont'd.)

COGNITION	AFFECT	MOTOR ACTIVITY	ORIENTING & ATTENDING	LANGUAGE
	3. Music a. Child listens to *music*. d. Child spontaneously engages in musical activities.			

Vocabulary and Concepts:
rain, sunshine, wear, stormy, snow, weather, wind, wet
small letter: r

MASTER CURRICULUM PLANNING GUIDE
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Objectives for Lesson No. 69, Week 14, "Play Around the Bend"

PRIMARY

COGNITION	AFFECT	MOTOR ACTIVITY	ORIENTING & ATTENDING	LANGUAGE
Part 1: SENSORY DISCRIMINATION I. AUDITORY DISCRIMINATION III. TACTILE DISCRIMINATION A. Child distinguishes between objects by touch. IV. TASTE A. Child applies appropriate descriptive term.	I. SELF AND OTHERS A. Feelings of self-worth 1. In an open field situation the child gives evidence of feelings of self-worth toward others and/or their contributions in the following ways: h. engages in creative play.			

SECONDARY

COGNITION	AFFECT	MOTOR ACTIVITY	ORIENTING & ATTENDING	LANGUAGE
Part 1: SENSORY DISCRIMINATION II. PERCEPTUAL DISCRIMINATION C. Color recognition 3. Pick out a colored object when its color label is supplied by a teacher. E. Form recognition 3. Given an array of plane or solid geometric figures, child identifies all basic shapes. b. Circle, square, triangle.	I. SELF AND OTHERS B. Language and the Fine Arts 3. Music a. Child listens to music. c. Child reacts nonverbally to music 1) Child moves to rhythm d. Child spontaneously engages in musical activities.	III. CREATIVE ACTIVITIES C. Musical activities 1. Child creates musical activities g. Dramatize a song 4. Child participates in singing activities i. Sing along	III. DIRECTION FOLLOWING A. Follow instructions on how to perform a task.	

MASTER CURRICULUM PLANNING GUIDE
Home-Oriented Preschool Education

Objectives for Lesson No. 69, Week 14, "Play Around the Bend" (Cont'd.)

COGNITION	AFFECT	MOTOR ACTIVITY	ORIENTING & ATTENDING	LANGUAGE
Part 2: HIGHER ORDER COGNITIVE ACTS II. QUANTITATIVE SKILLS B. Child can use numbers 2. State how many objects are in a set.				

Vocabulary and Concepts:
taste, hear, senses, scarf, smell, feel, zero, touch
geometric shapes: square, circle, triangle
numeral: 0

MASTER CURRICULUM PLANNING GUIDE
Home-Oriented Preschool Education

Objectives for Lesson No. 70, Week 14, "Friends Are for Loving"

PRIMARY

SECONDARY

COGNITION	AFFECT	MOTOR ACTIVITY	ORIENTING & ATTENDING	LANGUAGE
Part 1: SENSORY DISCRIMINATION IV. TASTE A. Child applies appropriate descriptive term.				
Part 1: SENSORY DISCRIMINATION II. PERCEPTUAL DISCRIMINATION E. Form Recognition 6. Child identifies printed symbols. a. Given a single letter B, name it by saying B.	I. SELF AND OTHERS A. Feelings of self-worth 1. In an open field situation the child indicates positive self-image by the following behaviors: b. The child shares self (interaction). (Van only) c. The child volunteers to do tasks. (Van only) d. The child shares material things. (Van only) e. The child indicates that he senses himself as a member of different groups. f. The child makes choices. (Van only)	II. FINE MOTOR SKILLS B. Drawing and writing 1. Hold and use a crayon, then a pencil, comfortably.		

MASTER CURRICULUM PLANNING GUIDE
Home-Oriented Preschool Education

Objectives for Lesson No. 70, Week 14, "Friends Are for Loving" (Cont'd.)

SECONDARY

COGNITION	AFFECT	MOTOR ACTIVITY	ORIENTING & ATTENDING	LANGUAGE
	g. The child engages in activities which indicate awareness of health and/or safety habits. 2. In an open field situation the child gives evidence of feelings of self-worth by indicating positive attitudes toward others and/or their contributions in the following ways: a. The child asks others for their help. (Van only) B. Language and the Fine Arts 3. Music a. The child listens to music. b. The child reacts vocally to music.			

Vocabulary and Concepts:
chocolate, birthday, cake, icing
letter: B

OBJECTIVES AND ACTIVITIES BY DELIVERY SYSTEM
"Learning About Money"
(Lesson 66, Week 14)

OBJECTIVES	ACTIVITIES		
	TV Lesson	Home Visit	Mobile Classroom
General: Perceptual discrimination--number recognition. Specific: Number terms: child selects appropriate coin from group of four--penny, nickel, dime, quarter--as oral direction is given.	Child is shown penny, nickel, dime and quarter; teacher asks him to identify these coins using Activity Sheet B-64; teacher asks questions about coins.	Child is asked to identify real coins and play coins.	
General: Language and the fine arts--speech and the printed word. Specific: Child listens to story; reacts by dramatization; creates or retells stories.	The story of "Henny Penny" is acted out; child is invited to retell or create a new story.		A story is read; the children react to the story; they are invited to retell the story.
General: Language and the fine arts--graphic and plastic art. Specific: Child reacts verbally and/or nonverbally when pictures are shown.	Child is shown pictures and is encouraged to respond to them.	Child identifies different coin sizes and the letter "m."	
General: Perceptual discrimination--form recognition. Specific: Child identifies printed symbols.	Coins and money symbols are presented.	Child identifies names and cents symbols on play coins.	
General: Auditory discrimination. Specific: Child distinguishes rhyme.	Rhyming words are discussed after child hears "Little Red Caboose" song.	"Money" poem is read to the child from Parents' Guide.	Rhyming words are discussed; child is asked to think of words that rhyme with his name.

OBJECTIVES	ACTIVITIES		
	TV Lesson	Home Visit	Mobile Classroom
General: Direction following. Specific: Child locates objects by following directions.	Child follows directions in watching for letters on toy train; listening to song, and placing coins in order of value.	Child follows directions of acting out a story.	Child follows directions while thinking of rhyming names and listening to a story.
General: Describing objects and events. Specific: Child labels objects, actions, and qualities; child identifies and describes objects on basis of different attributes and in terms of their functions.	Value of coins is explained.	Child identifies largest coin, smallest coin, and most and least valuable coins.	
General: Vocabulary development. Specific: Child demonstrates understanding of the words: money, buy, nickel, penny, value, worth, dime, next.	Money terms are introduced, explained, and reinforced.	Child plays with coins and is encouraged to use the correct term in naming the coins.	

OBJECTIVES AND ACTIVITIES BY DELIVERY SYSTEM
"What's in the Trunk"
(Lesson 67, Week 14)

OBJECTIVES	ACTIVITIES		
	TV Lesson	Home Visit	Mobile Classroom
General: Perceptual discrimination--time. Specific: Child identifies and applies time-related terms, such as BEFORE, AFTER, TODAY, and YESTERDAY; child hypothesizes based on time concepts.	Concepts of time-related terms are explained. Child is asked the month and date of his birthday.	Child receives calendar for January.	Child identifies and is encouraged to use time-related terms when talking.
General: Problem solving. Specific: Child uses logic in selecting or rejecting solutions to hypothetical problem situations; child infers by logical inclusion or exclusion.	Child is asked to tell what he had for lunch. Puppets use reasoning in telling time.		
General: Feelings of self worth. Specific: Child indicates positive self image by undertaking new tasks, making choices, engaging in activities which indicate awareness of health and safety habits.	Child is encouraged to try something he has never tried before. A story in the lesson tells about choices in eating habits.	Child picks out his birthday on calendar.	Child is asked to think of things that rhyme with his name.
General: Classification using increasing number of dimensions. Specific: Child uses verbal description to guide classification; sorts objects by class.	Shapes are introduced: circle, triangle, square, and rectangle.		

OBJECTIVES	ACTIVITIES		
	TV Lesson	Home Visit	Mobile Classroom
General: Classification of objects on different bases. Specific: Child classifies objects by function.	Objects are classified by function of telling time.		
General: Language and the fine arts. Specific: Child indicates whether he wants to hear a story; listens to story; reacts to story; child relates his own experiences.	Child listens to a story entitled "Bread and Jam for Frances."		Story is read by teacher; child is invited to react to story and relate his own experiences.
General: Language and the fine arts--music. Specific: Child listens to music and reacts nonverbally; child moves to rhythm.	Child is encouraged to move to music.		
General: Environment--man-made. Specific: Child indicates awareness of and reaction to man-made environment by discussion, assuming a responsibility, refraining from littering and by picking up litter.	Pictures of trees in different seasons are used to discuss environment.		
General: Gross motor activity. Specific: Child slides (skates) using basic forms of body movement.	Figure is shown skating in the winter.		

Lesson 67, Week 14 (cont'd)

OBJECTIVES	ACTIVITIES		
	TV Lesson	Home Visit	Mobile Classroom
General: Fine motor skills. Specific: Child uses both hands in an effort to accomplish a task.	Song and pantomime to demonstrate rubbing hands together.	Child is encouraged to draw pictures of weather on calendar.	
General: Language construction. Specific: Child makes polar discriminations.	Story about bread and jam describes characteristics of food.	Child is asked to name things that taste sweet or sour; to feel things that are hot or cold; and distinguish between rough or smooth.	Stories read to children have many polar terms included.
General: Descriptive language. Specific: Child labels objects, actions, and qualities; child verbally characterizes an object in a number of unique, meaningful ways; child identifies and describes objects on basis of different attributes.	Geometric shapes (circle, square, triangle, rectangle) are introduced and described.	Child is encouraged to mix his own clay or dough.	
General: Vocabulary development. Specific: Child demonstrates understanding of these words: calendar, clock, birthday, New Year's Day, lunch, time, change, old, jam, noon, square, circle, triangle, and rectangle.	Terms are introduced in stories and discussion.	Child is encouraged to use new terms presented in the TV lesson.	Time, geometric and polar terms are used by teacher; children are encouraged to use these terms.

OBJECTIVES AND ACTIVITIES BY DELIVERY SYSTEM
"Hurricane!"
(Lesson 68, Week 14)

OBJECTIVES	ACTIVITIES		
	TV Lesson	Home Visit	Mobile Classroom
General: Problem solving. Specific: Logical reasoning; child infers through creating, selecting, and/or rejecting solutions to hypothetical problem situations; child selects best solution to a given situation.	Child is asked to figure out what he could do if he were outdoors and it started to rain. If he came upon a puddle, how would he get around?	Child is encouraged to draw a picture of what he thinks a hurricane would do to a particular object.	
General: Fine motor skills. Specific: Coordinating use of hands.	Child is invited to draw a picture of the weather of the day.	Child cuts out pictures of things to match with weather scenes.	
General: Perceptual discrimination--form recognition. Specific: Child matches pictures; identifies symbols.	Rain, sun, and snow forms are presented.	Child matches things he wears with weather pictures.	
General: Creative activities--dramatic play. Specific: Child moves body to recording of wind, using gestures and facial expressions.	Child is invited to move to the music of a recording of wind blowing; to express his feelings in different weather.	Child is encouraged to talk about the day's weather; what type of weather is needed for sledding? for swimming? Ask him what he would do on a rainy day.	Suggest that the child run, walk, jump, and hop using the Sound Activated System in the mobile classroom.

OBJECTIVES	ACTIVITIES		
	TV Lesson	Home Visit	Mobile Classroom
General: Language and the fine arts--speech and the printed word. Specific: Child listens to story; reacts to a story; engages in dramatic play.	Story is read about an animal that likes rain, Willie Waddle.	Child is encouraged to use sentences containing descriptive words. Thunder is loud.	Suggest that the child act out scenes depicting different types of weather; let the group guess what weather is being depicted. Discuss weather.
General: Language and the fine arts--music. Specific: Child listens to music; engages spontaneously in musical activities.	Children listen to Raindrops Keep Falling on my Head, Let the Sun Shine In, Let It Snow.		
General: Vocabulary development. Specific: Child demonstrates understanding of the words: rain, sunshine, wear, stormy, snow, weather, wind, and wet.	Words related to weather are emphasized.	Encourage child to use descriptive words.	Child uses weather terms in responding to others acting out weather scenes.

OBJECTIVES AND ACTIVITIES BY DELIVERY SYSTEM
"Play Around the Bend (Exploring the Five Senses)"
(Lesson 69, Week 14)

OBJECTIVES	ACTIVITIES		
	TV Lesson	Home Visit	Mobile Classroom
General: Sensory discrimination. Specific: Distinguish objects by touch, taste; applies appropriate descriptive terms.	Use senses to help guess what is in the box; puppet play; gifts described--how they sound, smell, etc.	Observe, handle objects; discuss objects and experiences with reference to senses. (e.g., Thunder is loud, tree is green, sugar is sweet, fur is soft.)	Teacher reads story about senses. (e.g., Myra Gibson's What Is Your Favorite Thing To Hear? ...to Touch?...to Smell? My Bunny Feels Soft, by Charlotte Steiner). Discuss stories.
General: Feelings of self-worth. Specific: Indicate positive self-image by engaging in creative play.	Move to music, "My Playful Scarf."	Play guessing game (five senses).	Teacher reads; child dramatizes.
General: Perceptual discrimination--color recogniation. Specific: Pick out objects by color.	Play "Around the Bend" game.	Child asked to identify objects in his environment by color.	
General: Perceptual discrimination--form recognition. Specific: Identify basic shapes (circle, square, triangle).	Play "Around the Bend" game--spinner advances on path having geometric shapes in spaces.	Find geometric shapes in environment (e.g., pan--circle; house--square; table--triangle).	
General: Quantitive skills. Specific: State how many objects are in a set.	Play game with boxes (contents: empty, 2 carrots, 1 scarf); count; discuss.	Child is asked to count objects; tell size of sets; make sets of specified sizes.	

OBJECTIVES	ACTIVITIES		
	TV Lesson	Home Visit	Mobile Classroom
General: Language and the fine arts--music Specific: Listen to music; move to rhythm; spontaneously engage in musical activity.	Instrumental music (video--mirror ball turning); move to music, "My Playful Scarf."		Child listens to recorded music; moves freely to music; sings spontaneously improvises musical instrument (e.g., box or floor for drum).
General: Creative activities. Specific: Sing along; dramatize a song.	Invites children to sing along; dramatize the song, "The Little Green Frog."		Child sings along with others; dramatizes song(s) of choice.
General: Orienting and attending skills. Specific: Follow directions to perform a task.	Follow directions given by the teacher to play "Around the Bend" game.	Play "Around the Bend" with the child.	Child follows directions given to him individually or his group during the day's session.
General: Vocabulary development. Specific: Demonstrate understanding of the following words: taste, hear, smell, feel, touch, look, senses, scarf, zero.	Teacher asks questions as to which sense would be used to find out characteristics of objects (e.g.,...that sugar is sweet,...apples are red); conversation with puppet about five senses; play game, "How Can We Find Out?" (involving senses); develop concept of scarf--show scarf, move to music with scarf, speak of gift (a soft scarf). Develop concept of zero		

OBJECTIVES AND ACTIVITIES BY DELIVERY SYSTEM
"Friends Are For Loving"
(Lesson 70, Week 14)

OBJECTIVES	ACTIVITIES		
	TV Lesson	Home Visit	Mobile Classroom
General: Sensory discrimination--taste. Specific: Child applies appropriate descriptive term.	Cake icing is tasted and described. Story "Benjamin's Birthday" is told.	Child is asked to name things that taste sweet, sour and salty.	
General: Perceptual discrimination--form recognition. Specific: Child identifies printed symbols.	Child observes maps or globe.	Child picks out "B's" in a group of letters.	
General: Feelings of self-worth. Specific: Child shares self; volunteers to do tasks; shares material things; makes choices; shows awareness of health and safety habits; asks others for help.	Child observes the task of cake decorating; is encouraged to do something special for someone.	Emphasize the importance of having friends, sharing and doing things that make others happy; ask the child to name one of his friends and tell what he likes about him.	
General: Fine motor skills. Specific: Child holds and uses a pencil and crayon comfortably.	Teacher encourages child to use crayon and paper after lesson.	Child is asked to point to his birthday on the calendar and asked to show his age with his fingers.	Children draw pictures to show something that happened on their birthdays; discuss the pictures.
General: Vocabulary development Specific: Child demonstrates understanding of these words: chocolate, birthday, cake, icing.	Words are introduced and reinforced through repeated use. Letter "B" is reviewed.		Birthdays are discussed.

TELEVISION LESSON SCRIPTS

Home-Oriented Preschool Education

HOME-ORIENTED PRESCHOOL EDUCATION

Broadcast December 20, 1971 Lesson Number 66

Title "Learning About Money" Tape Date November 8, 1971

Focus From a group of coins select a specific coin.

Recognize letter M.

VIDEO	AUDIO
Patty and Roy	Do you have a nickel? I'll give you 5 pennies for a nickel.
5 pennies nickel dime	Show how it looks. State the value of each.
	Compare in size.
coins	Put in order of value. Select a penny.
Patty	What would you do with a penny? Let's see what one of my friends did with her pennies.
Film	V. O.
Patty	Can you think of a word that rhymes with penny? Have you ever head a story called "Henny Penny"? Our friends in Magic Hollow are getting ready now.
Magic Hollow	Audio Tape
Patty	Discuss Magic Hollow characters still getting ready for the play. Do you ever like to draw pictures to tell about stories you read? I have some pictures to show you that some of our friends made and sent in to us.
Pictures by children	
Train Set	Music: "Little Red Caboose"

HOME-ORIENTED PRESCHOOL EDUCATION

Broadcast December 20, 1971 Lesson Number 66 (cont'd)

Title "Learning About Money" Tape Date November 8, 1971

Focus From a group of coins select a specific coin.

Recognize letter M.

VIDEO	AUDIO
Patty	Did you notice that the caboose was carrying something for you? Do you know what it is? Let's see how to write the letter M.
Film--write--recognition	V.O.
Patty	Now, you know how an M looks. Money begins with an M. Earlier today, we saw some money. Let's listen to a poem and let's see if you can tell what it's about.
Penny on revolving stand	Poem: "Brand New Penny" and music
Patty	Introduce Puppet play.
Magic Hollow	Story: "Henny Penny"
Patty	Closing remarks.

PROPS:

1. Roy puppet and coins
2. Film--Penny
3. Magic Hollow puppets and 2 audio tapes
4. Pictures by viewing children
5. Train set and music
6. Film--letter M

HOME-ORIENTED PRESCHOOL EDUCATION

Broadcast December 20, 1971 Lesson Number 66 (cont'd)

Title "Learning About Money" Tape Date November 8, 1971

Focus From a group of coins select a specific coin.

Recognize letter M.

VIDEO	AUDIO
PROPS: (cont'd.) 7. Book--Henny Penny 8. Penny on stand and music PUPPETEERS: Dick Dan Tom MUSIC: "Little Red Caboose"	

HOME-ORIENTED PRESCHOOL EDUCATION

Broadcast December 21, 1971 Lesson Number 67

Title "What's in the Trunk?" Tape Date November 9, 1971

Focus Curiosity encourages awareness of environment.

VIDEO	AUDIO
Patty in Extra Room	Hello. How are you? Algie and I have been up here in the Extra Room, and we've found some things for you.
Ice skates clay slide book	
	Here's a story about someone who likes bread and jam. She likes the familiar and doesn't think she wants to try anything new.
Slides	Story: "Bread & Jam for Frances"
Patty	Frances changed, didn't she? How did Frances change? Why did she decide to try something new? Have you ever changed your eating habits? Did you ever get to like something that you hadn't tried before?
	Frances was having her school lunch at noon. Do you remember any of the things that Frances had in her school lunch? Did you ever have any of those things? Sometimes when I pack a lunch, I like to have celery or carrots and some kind of fruit.
Puppets	Audio Tape
Patty	Let's see what we can find out about telling time.

HOME-ORIENTED PRESCHOOL EDUCATION

Broadcast December 21, 1971 Lesson Number 67 (cont'd)

Title "What's in the Trunk?" Tape Date November 9, 1971

Focus Curiosity encourages awareness of environment.

VIDEO	AUDIO
Objects on kitchen table	Which of these do we use for telling time?
Calendar	What does a calendar tell us? Name the days of the week. Do you remember which month your birthday comes in? Name the months of the year.
	January first is the beginning of the new year. Algie's birthday is in January. He was born in 1968.
Calendar with Algie's picture.	Discuss picture. Find Algie's birthday--January 1. Is your birthday in January? How old are you? How old will you be on your next birthday?
	Suggest marking special days on the calendar. The first of January is New Year's Day. It is winter now, isn't it? What season comes after Spring? After Summer? After Fall?
	Each season the trees change the way they look. We'll see the changes in these pictures that Tom made for us.
Film-Tree animation	Music.
Patty in Extra Room	There's beauty in each season. Some people may not like a certain season, but after they learn to swim or skate, or slide on a sled--they change and learn to like the season. What things do you like to do in winter?
Ice Skater	Music

HOME-ORIENTED PRESCHOOL EDUCATION

Broadcast December 21, 1971 Lesson Number 67 (cont'd)

Title "What's in the Trunk?" Tape Date November 9, 1971

Focus Curiosity encourages awareness of environment.

VIDEO	AUDIO
Patty skating and ice skater	Music--Invite children to pretend to skate.
Patty	Sometimes in winter, it's very cold outdoors, and you might start to shiver. But you can make your hands feel warmer by rubbing them together. You try it. I have a song for you where we can rub our palms and make them feel warm. Let's try it together.
Film	S. O. F.--"We're Making Heat"
Patty - sliding board	Did you ever slide down a sliding board? Did your legs feel warm after you slid down? That's because your legs were rubbing against the slide. Just like when we rubbed our palms together, they feel warm.
Algie, slide geometric shapes	Identify geometric shapes: circle, square, triangle, rectangle. You might like to play a game like that at home. Or you could make shapes with your paper, crayons, or with some clay.
Play Doh biscuit dough powder and water	Here are some materials which are used like clay. Suggest working with modeling materials.
	PROPS: ice skates

HOME-ORIENTED PRESCHOOL EDUCATION

Broadcast December 21, 1971 Lesson Number 67 (cont'd)

Title "What's in the Trunk?" Tape Date November 9, 1971

Focus Curiosity encourages awareness of environment.

VIDEO	AUDIO
	PROPS:(cont.) clay sliding board book and slides--"Bread & Jam for Frances" puppets and audio tape calendar - 1968 calendar with Algie's picture film -- tree animation with music ice skater and music S. O. F. "We're Making Heat" sliding board and geometric shapes Play Doh and clay. SETS: Extra Room kitchen puppet stage TAPES: puppets-audio tape music for film music: "Skater's Waltz" music for clay.

HOME-ORIENTED PRESCHOOL EDUCATION

Broadcast December 22, 1971 Lesson Number 68

Title "Hurricane!" Tape Date November 10, 1971

Focus Problem solving. Recognizing the letter R.

VIDEO	AUDIO
Patty outdoors on porch- its starting to rain	Problem: What would you do if you were outdoors and it started to rain? Problem: Here's a big puddle. How can we get around the puddle?
Patty in Living Room	Some days are rainy, some are snowy, and some are fair. I have something to show you so we can learn more about days and weeks and months.
Calendar	This is a calendar. A calendar helps us to know when we go to church, when we go to school, and when someone has a birthday. If you have your calendar, get it out now. Find the month and year. Name the days of the week, label the dates 1-7. Draw a picture of the weather of the day. How do you feel on a rainy day? Weather does affect people.
Film (Weather)	V. O. and music
Felt cut outs - boy, girl and clothes	Classification: Clothes and Weather
Patty with puppet - "Algie"	These clothes are for a rainy day. Rain begins with an r. Algie, you'll want to learn about r, because rabbit begins with an r. Let's see how to write the letter r.
Cardboard & felt pen (Mirror)	Write small r.

HOME-ORIENTED PRESCHOOL EDUCATION

Broadcast December 22, 1971 Lesson Number 68 (cont'd)

Title "Hurricane!" Tape Date November 10, 1971

Focus Problem solving. Recognizing letter r.

VIDEO	AUDIO
Balloon Man	Find balloons with the letter r.
Patty	I have a story to read to you about some animal that likes the rain. The story is called "Willie Waddle." Do you know what the story will be about?
Slides and pictures in book	Story: "Willie Waddle"
Patty in Living Room	Let's pretend it's a rainy day and the wind is blowing. The wind is blowing so hard; it is a hurricane. Let's listen to this story about a hurricane and move with the music.
move with music	Music: "Hurricane" from Rhythms Today. Silver Burdette Records - 81 18P - 00927
Magic Hollow	Audio Tape
Film	Closing Credits

PROPS:

1. Large calendar and flow pen
2. Film on weather & background music
3. Felt cutouts
4. Puppet - Algie

HOME-ORIENTED PRESCHOOL EDUCATION

Broadcast December 22, 1971 Lesson Number 68 (cont'd)

Title "Hurricane!" Tape Date November 10, 1971

Focus Problem solving. Recognizing the letter r.

VIDEO	AUDIO
	PROPS: (cont.) 5. Cardboard, felt pen to write r. 6. Balloon man with balloons 7. Book - "Willie Waddle" 8. Record - Rhythms Today 9. Magic Hollow - puppets and audio tape.

HOME-ORIENTED PRESCHOOL EDUCATION

Broadcast December 23, 1971 Lesson Number 69

Title "Play Around the Bend" Tape Date November 11, 1971
(Exploring the Five Senses)

Focus Stresses awareness of and sensitivity to the way things look, feel, smell, taste, and sound. Recognize the empty set.

VIDEO	AUDIO
Patty	I've been thinking about you and just waiting for our visit together. I like being with you.
Patty with puppet "Algie"	Are you awake? Do you hear me calling? Can you feel me touching you? The children are waiting and watching you. There's so much we can see and you have so much fun looking, and touching, listening, and tasting too.
Algie	I'd like something to taste!
Patty	Now?
Algie	I guess I can wait until after our visit with the children.
Patty	I'll give you something to taste later. But now, I have something special for you to see. And we'll get to hear some pretty music. I wonder if you'll be able to tell what it is.
Mirror Ball	Music (audio tape)
Patty	Those pretty lights were made by pieces of glass. It was a ball of clay with mirrors in it. The mirrors were very sharp, so we wouldn't touch it, but it's nice to see. And that music was enjoyable to hear. We've heard a lot of music together and sung songs. Do you remember one about a little green frog that goes "glunk, glunk." He does funny things with his eyes. I like to do things with my eyes. Here's how he sounds.

HOME-ORIENTED PRESCHOOL EDUCATION

Broadcast December 23, 1971 Lesson Number 69 (cont'd)

Title "Play Around the Bend" Tape Date November 11, 1971
(Exploring the Five Senses)

Focus Stresses awareness of and sensitivity to the way things look, feel, smell, taste, and sound. Recognize the empty set.

VIDEO	AUDIO
	Song: "Glunk, Glunk" -Sing and repeat "Glunk, Glunk went the little green frog. "Glunk, Glunk, went the little green frog. "Glunk, Glunk went the little green frog. And I went Glunk, Glunk, too."
Magic Hollow	Audio Tape
Patty with box at table	Algie gave us this box and he wondered if you could count the number of things in there.
Open box	It's empty. There's not anything in here. Here's an empty set. There's a numeral that tells about an empty set and its called Zero.
Film - Zero	V. O.
Shake boxes and then open and look inside.	Try to guess if they're going to be empty. Count the number of objects in each box. 1. Empty Set 2. 2 Carrots 3. 1 long scarf What can we do with a scarf?
Move to music with scarf	Music: "My Playful Scarf"
Patty	You can do many things with a scarf. You could use it and make believe more later. I'm glad that Algie put that scarf in the box for us. I wonder if we could give something to Roy. Let's play a game with Roy and see if he could guess what's

HOME-ORIENTED PRESCHOOL EDUCATION

Broadcast December 23, 1971 Lesson Number 69 (cont'd)

Title "Play Around the Bend" (Exploring the Five Senses) Tape Date November 11, 1971

Focus Stresses awareness of and sensitivity to the way things look, feel, smell, taste, and sound. Recognize the empty set.

VIDEO	AUDIO
	in the box.
Patty & Roy by wall	Play game: "How Can We Find Out"? I'll tell you something and you tell me how you'd know about it. Would you - look, listen, taste, smell, or touch? Sugar is sweet — Lemons are sour Apples are red — Mary has on perfume The iron is hot Guessing game: Can you tell what's in this box? Don't look. You can smell, taste, touch, listen. What is it? It's a big, juicy, sour, dill pickle.
Patty in Kitchen	Let's play our "Around the Bend" game. I'll tell you the name of a color and then we'll use the spinner and see what shape we're to find.
Around the Bend game	Play game: Use colors and shapes examples: red circle, yellow triangle, blue square, green rectangle.
Patty	Review and closing remarks.
	PROPS: 1. Puppet - Algie 2. Mirror ball & music 3. Magic Hollow - puppets and audio tape 4. Boxes wrapped with crepe paper bows.

HOME-ORIENTED PRESCHOOL EDUCATION

Broadcast December 23, 1971 Lesson Number 69 (cont'd)

Title "Play Around the Bend" (Exploring the Five Senses) Tape Date November 11, 1971

Focus Stresses awareness of and sensitivity to the way things look, feel, smell, taste, and sound. Recognize the empty set.

VIDEO	AUDIO
	5. Film of Zero 6. Scarf and music: "My Playful Scarf" 7. Roy on wall, game book, and dill pickle 8. Around the Bend game materials.
Molly	Are we all ready, Johnny?
Johnny	I think so. Chipper and I just finished making a sign.
Molly	Oh, let's see the sign.
Johnny	Here it is!
Molly	Let's see what it says (read slowly) "Welcome Back Sandy".
Chipper	Did we spell all the words right?
Molly	It looks okay to me.
Johnny	Chipper and I figured we'd all hide and surprise her just like a surprise birthday party.
Molly	That's a good idea.
Chipper	Here she comes down the path now.
Johnny	Quick, let's hide!
Sandy enters	Boy, it's good to be back home again. I wonder where everybody is?

Broadcast December 23, 1971 Lesson Number 69 (cont'd)

Title "Play Around the Bend" Tape Date November 11, 1971
(Exploring the Five Senses)

Focus Stresses awareness of and sensitivity to the way things look, feel, smell, taste and sound. Recognize the empty set.

VIDEO	AUDIO
Group comes out	
Johnny	Welcome Back, Sandy
Molly	We missed you.
Sandy	Hi, everybody. I missed all of you too.
Johnny	Did you have a good time?
Sandy	A great time! and Aunt Sally wrote me to come back sometime for another week. You know Molly, I sort of feel silly that I made such a fuss about being away from home for a week.
Molly	Well, I'm glad you ended up having a good time.
Sandy	I thought about all of you while I was away and I brought back something for each of you.
Chipper	Oh boy!
Johnny	What did you get us?
Sandy	Let me open up my suitcase. I have something special for each one of you.. Let's see now. Molly, this is for you.
Molly	Oh, boy, perfume . . Umm! ----it smells so good. I think I'll put some on.
Chipper	It smells like flowers.

Broadcast December 23, 1971 Lesson Number 69 (cont'd)

Title "Play Around the Bend" Tape Date November 11, 1971
(Exploring the Five Senses)

Focus Stresses awareness of and sensitivity to the way things look, feel, smell, taste, and sound. Recognize the empty set.

VIDEO	AUDIO
Molly	Thank you Sandy.
Sandy	And Chipper, for you, I brought this scarf. Because it's windy up there in your tree.
Molly	Oh, it's beautiful!
Johnny	Boy, it's so soft and smooth.
Chipper	Let me feel it.
Johnny	My scarf at home feels so rough compared to this one.
Chipper	Thank you Sandy, it will sure keep me warm.
Sandy	And Johnny, I know you like to look at pictures so I brought you a book full of pictures.
Johnny	Oh, thank you Sandy. I like to look through picture books, it will be fun to have one of my own.
Sandy	And for Freddie -----oh, he's not here.
Johnny	He said he was sorry he couldn't be here, but he'll see you as soon as he gets back from the other side of the pond.
Sandy	Well, anyway because I know he likes songs and music, I got him this music box.
Chipper	What does it play?

Broadcast December 23, 1971 Lesson Number 69 (cont'd)

Title "Play Around the Bend" Tape Date November 11, 1971
(Exploring the Five Senses)

Focus Stresses awareness of and sensitivity to the way things look, feel, smell, taste, and sound. Recognize the empty set.

VIDEO	AUDIO
Molly	Can we listen to it.
(Music - in music box)	
Molly	Oh, that's pretty. Freddie will like that.
Johnny	Hey, do you know what!
Chipper	What?
Johnny	Just this morning on television Patty was talking about using the five senses and we just used them all.
Molly	What do you mean?
Johnny	Well we smelled something.
Molly	My perfume.
Johnny	Then we felt something. It was soft and smooth.
Chipper	It was my scarf.
Johnny	We smelled the perfume, touched the scarf, then we looked at something with our eyes.
Chipper	Your picture book.
Johnny	Then we listened to something.
Molly	Freddie's music box.
Chipper	Hey, let's take it over to Freddie, he'll like his gift too.

HOME-ORIENTED PRESCHOOL EDUCATION

Broadcast December 24, 1971 Lesson Number 70

Title "Friends Are For Loving" Tape Date November 12, 1971

Focus Become aware of social relations--sharing, doing things for others.

Discover where chocolate comes from. Recognize and write the letter B.

VIDEO	AUDIO
Bells	Happy Birthday
Patty at Table	I'm making icing for a cake. I'll bet you know what kind of cake I'm making.
Chocolate square & melted chocolate	What caused the chocolate to change?
Blend ingredients	
Taste icing	How does icing taste?
Ice cake	
Magic Hollow	Audiotape
Finish icing cake	What else is chocolate?
Candy bar, fancy chocolate, cocoa, syrup	Describe texture & taste
Globe	Where does chocolate come from? South America
Exhibition: Objects--cocoa beans, chocolate nibs, shells, chocolate liquor, cocoa butter & cocoa powder	I have something over here to show you. Describe process of what's done with chocolate.
Patty at table	Decorate cake. How does birthday begin?
Cake	Write Happy Birthday.

HOME-ORIENTED PRESCHOOL EDUCATION

Broadcast December 24, 1971 Lesson Number 70 (cont'd)

Title "Friends Are For Loving" Tape Date November 12, 1971

Focus Become aware of social relations--sharing, doing things for others.

Discover where chocolate comes from. Recognize and write the letter B.

VIDEO	AUDIO
Film--Write Letter B --Letter card	V.O. Find the Letter B
Patty with calendar	Discuss marking birthdays on a calendar & counting to see how long you have to wait. How old are you? How old will you be on your next birthday? In which month were you born? On which day? Hold up the number of fingers that tell how old you are
X to table--Birthday cake	Put 5 candles on the cake. Discuss safety with candles. Discuss sharing & doing things for others. You could make a present for someone else, sing a song, or tell a story.
Patty	You could have fun making up stories about birthdays & about things that begin like birthday. I'll try doing that now & you make up a story later and tell it to someone. Story: "Benjamin's Birthday" Closing comments

Broadcast December 24, 1971 Lesson Number 70 (cont'd)

Title "Friends Are For Loving" Tape Date November 12, 1971

Focus Become aware of social relations--sharing, doing things for others.

Discover where chocolate comes from. Recognize and write the letter B.

VIDEO	AUDIO
PROPS: 1. Bells 2. Sugar, butter, milk, saucepan 3. Bowls, spoons, glass, plate, spatula 4. Chocolate items 5. Hershey's chocolate kit 6. Globe 7. Aerosol spray can of icing, candles 8. Calendar 9. Film--write & recognize B	
Sandy	Hi Molly, is everything ready for the birthday party?
Molly	Almost ready--Mom will bring the cake in just a couple of minutes.
Freddy	(looking around) Hey, where's the guest of honor?

Broadcast December 24, 1971 Lesson Number 70 (cont'd)

Title "Friends Are For Loving" Tape Date November 12, 1971

Focus Become aware of social relations--sharing, doing things for others.

Discover where chocolate comes from. Recognize and write the letter B.

VIDEO	AUDIO
Molly	Oh, Johnny will be along soon. We wanted to surprise him so I didn't ask him to come over right away. When we see him come, we'll hide and yell surprise at him.
Sandy	Oh good, I like surprises!
Freddy	I'll go down the path and watch for him.
Molly	Oh no you don't! You promised to sing at the party and you ought to practice your song.
Freddy	Sing--I don't want to sing--only Happy Birthday.
Sandy	We'll all sing that later, now go ahead and try that song you sang at my Birthday party.
Frog sings:	"One day, two days, three days old" (Everyone claps--responds)
Freddy	Okay I did my song--now let's all try Happy Birthday together.
Molly	You start us singing, Sandy.
(All sing:	(Happy Birthday)
Freddy	Hey, where's the birthday cake!
Molly	Mom, we're ready for the cake.

(Mother Mouse enters carrying the cake)

Broadcast December 24, 1971 Lesson Number 70 (cont'd)

Title "Friends Are For Loving" Tape Date November 12, 1971

Focus Become aware of social relations--sharing, doing things for others.

Discover where chocolate comes from. Recognize and write the letter B.

VIDEO	AUDIO
Freddy	Boy that looks good! Let's see there's--1, 2, 3, 4, 5, 6, candles. Six candles. Johnny is six years old.
Molly	Mother put the cake over there and Johnny should be coming soon.
Sandy	Well let's all hurry up and hide.
Freddy	I'll go down the path and watch for him.
Molly	Boy, birthday parties can be real fun.....

around the bend
PARENTS' GUIDE

Volume 1 | Activities for Use with "Around the Bend" TV Lessons | Number 14

Illustration from *ON THE MOVE*, September 1971
Courtesy of Immaculate Heart College, Los Angeles, Calif.
Artist: Frank Salazar & Associates/Design Office

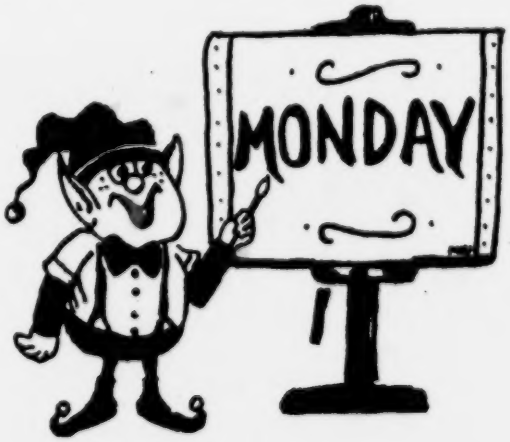
Becoming Aware of the World

Young children need varied experiences using their five senses. Give your child the opportunity to express himself concerning the things he sees, feels, smells, tastes, and hears. Encourage him to use his five senses to arouse his curiosity. Provide the opportunity for your child to experiment and question the things he does not understand. Give him as much help and guidance as he needs and asks for. If your child has experienced something new and wonderful, listen respectfully and show him that you are as thrilled about his discovery as he is. This will help encourage his curiosity.

Your child will be asked to identify geometric shapes while playing a game. He will have an opportunity to learn about the letters **r** and **B**.

Learning About Money

● What It's About: Magic Hollow characters act out the story of "Henny Penny." Patty and Roy identify pennies, nickels, and dimes and explain the value of each. Patty shows children's pictures. Watch for a letter on the toy train and listen for the song, "Little Red Caboose." Your child will use Activity Sheet B-64.



MONEY

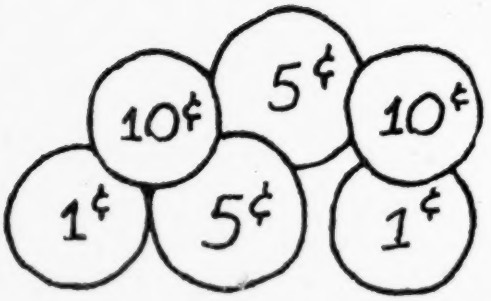
Money is for spending
Buying food, toys, and clothes.
Money is for saving
Till the piggy bank grows;
I wish I had a penny,
A nickel, or a dime.
So I could buy a little toy
And share it all the time.

Mabel Little

–More Monday Activities on Page 2

MONDAY ACTIVITIES—continued

Pennies, Nickels and Dimes



Patty and Roy talk about the value of a penny, a nickel, and a dime. Help your child cut out the play money (Activity Sheet B-64) before the program begins so that he can identify the coins as Patty asks questions about them. If real coins are available, ask your child to identify them. Mix the coins up and ask him to identify the largest coin, the smallest coin, the coin that will buy the most, and the coin that will buy the least amount of something.

What's in the Trunk?

- What It's About: Algie and Patty talk about some things they find in a trunk. Patty asks, "Did you ever get to like something that you have never tried before?" She will talk about the shapes of a circle, square, triangle, and rectangle.

- Home visitor delivers: calendar for January

What Day Is It?

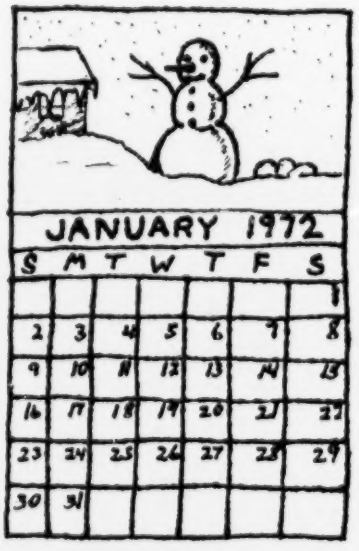
What does a calendar tell us? Your child will receive a calendar for the month of January. Encourage him to draw a picture at the top of his calendar and hang it in a special place where he can see it each day. Perhaps you have a calendar of the whole year (12 months) that he can look at.

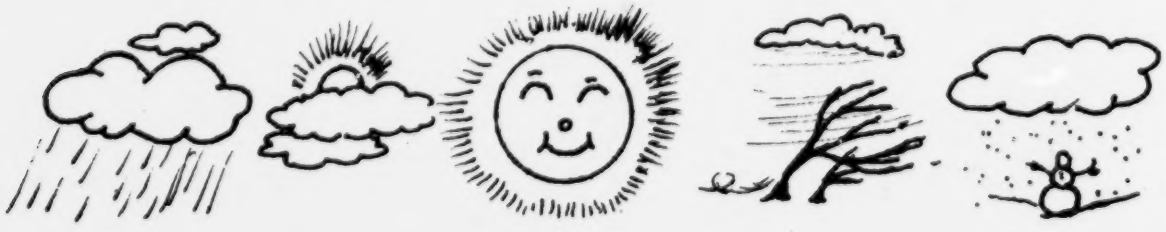
Discuss the dates on the calendar with your child and point out the days in a week and the months in a year. Ask him such questions as:

- Do you know which month your birthday is in?
- Do you know the date of your birthday?

Help your child find his birthday and mark it on his calendar. Suggest that he mark the birthdays of other members of the family and special holidays with your guidance.

Your child may wish to draw a picture or make a certain design in the spaces on his calendar to represent the different kinds of weather, such as cloudy, rainy, or sunny.





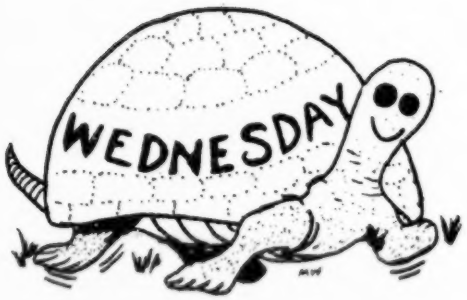
Hurricane!

● What It's About: Which kind of weather do you like best? Rain? Snow? Sun? Patty asks the children to help with an activity about the weather. The letter **r** is introduced. Your child will use Activity Sheet B-54.

● Home supplies: scissors, paste

RAIN, RAIN, GO AWAY

Rain, rain, go away,
Come again another day:
Little Johnny wants to play.



Patty moves to music entitled "Hurricane." Encourage your child to move to the music with Patty. Ask him what the music tells him about a hurricane. Encourage him to draw a picture showing what he thinks a hurricane would do to a place. Explain to him that a hurricane is a very, very strong wind—so strong that it can blow houses down, push ships onto the land, knock down trees, and blow big trucks off the road.

Most storms are not hurricanes.

Play 'Around the Bend'

● What It's About: Patty encourages children to become more aware of the five senses: taste, touch, smell, hearing and sight. The numeral **0** is introduced.

● Home visitor delivers: **Around the Bend Game**

● Home supplies: flat button or other object to use as a marker for the game, scissors, paper fastener

Patty will be talking about the sense of touch today. Suggest that your child move about the house feeling everyday objects. Encourage him to describe how they feel—rough, smooth, etc. Then help him make rubbings of textures he finds interesting. To do this place fairly sheer white paper over an object and rub with the side of a crayon.

Your child will receive the **Around the Bend Game** to play with during the program. Help him cut out the pointer and fasten it to the center of the circle with a paper fastener. Allow the pointer to be loose enough so that it can be spun around to show your child which shape he is to move his marker to on the game.

' Friends Are For Loving '

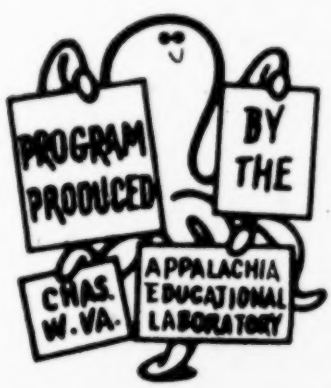
● What It's About: Patty decorates a birthday cake. She writes "Happy Birthday" on the cake. A story, "Benjamin's Birthday," is told by Patty. The letter B is reviewed.

Discuss with your child the importance of having friends, sharing, and doing things that make others happy. Point out to him that it is fun having friends to share birthday cake and toys with. Friends are fun to play with and talk with whenever we are lonesome and need to be with someone.

NOTE: The poem, Friends Are to Play With, by Elaine M. Ward is copyrighted 1968 by Graded Press and is not available for reproduction at this time. It appears in Nursery Days, Feb. 2, 1969 issue.

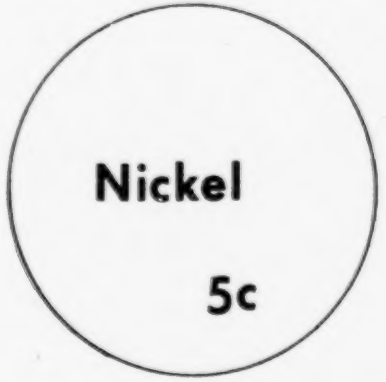
A friend does not really have to be a person. It can be a favorite tree that gives us good fruit, a pet that makes us laugh, a flower that smells good and looks beautiful, or a creek that flows softly by as we cool our toes on a hot summer day.

Ask your child to name some of his friends and tell about the things he likes to share with them.

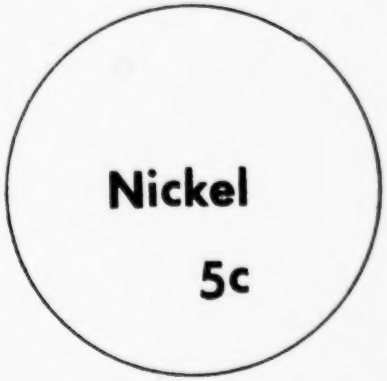


Quarter
25c

Quarter
25c

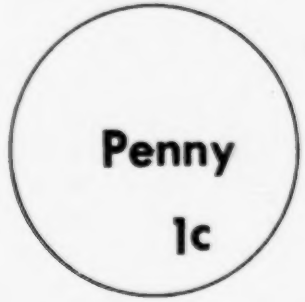

Nickel
5c

Dime
10c


Nickel
5c

Dime
10c

Penny
1c


Penny
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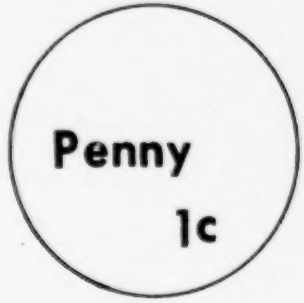
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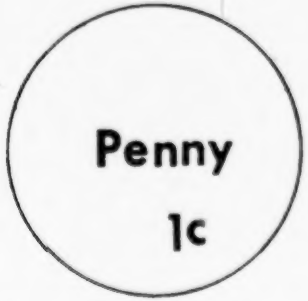
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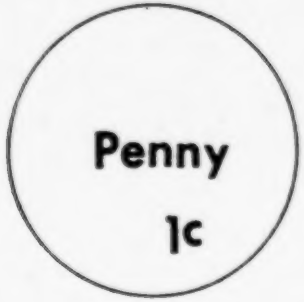
Penny
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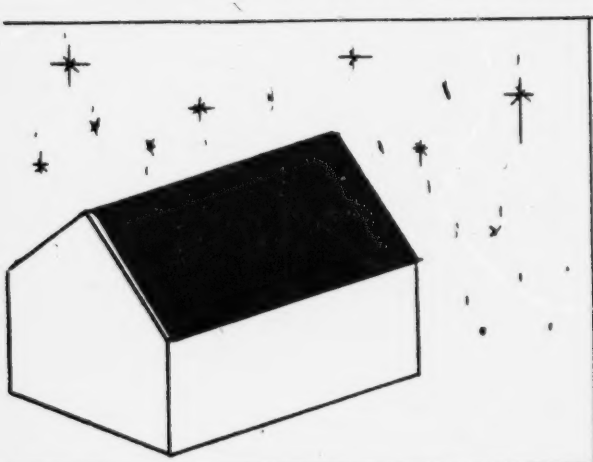
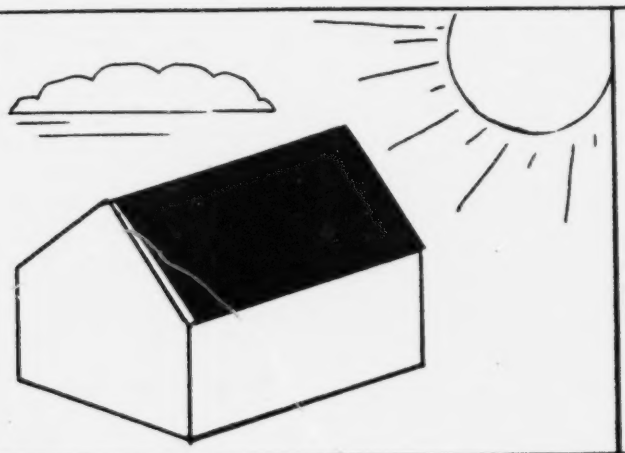
JANUARY 1973

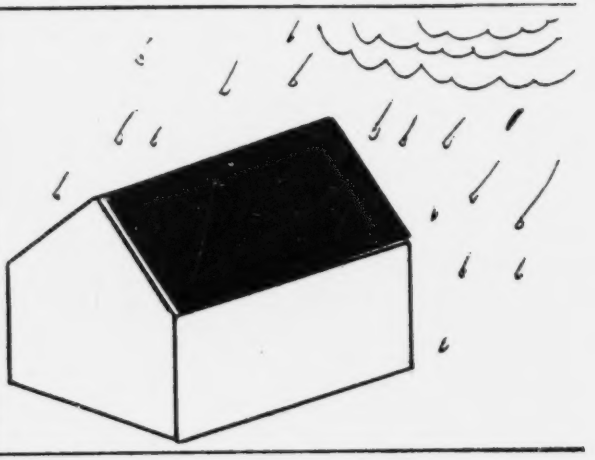
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

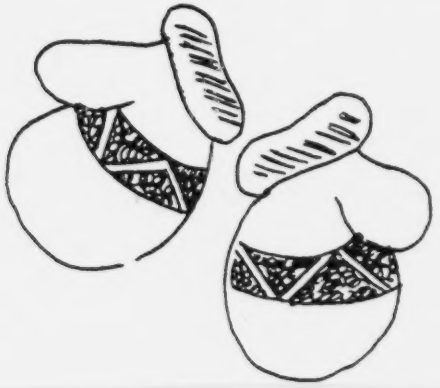
Around The Bend

Activity Sheet B-54



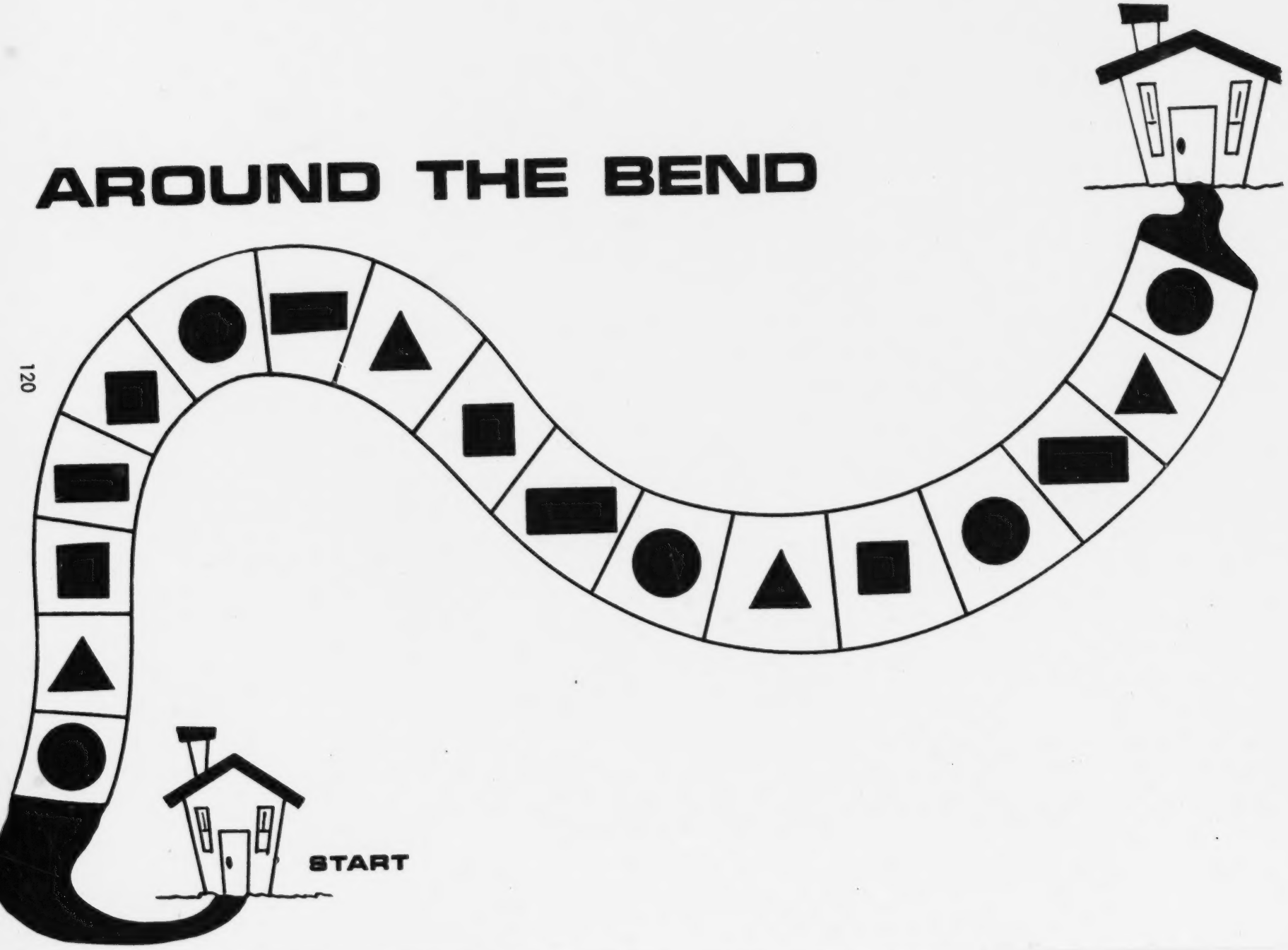






AROUND THE BEND GAME

AROUND THE BEND



Home Visitor Activities

HOME-ORIENTED PRESCHOOL EDUCATION

Volume 1 Suggestions for Home Visitors Number 14

For some of you, this week's programs are broadcast the week before Christmas, while for others they follow Christmas. In either case, the children will be interested in talking about their holiday activities.

Lessons for the week follow the theme "Becoming Aware of the World." On Monday the children will take part in activities that can help them learn about money. The lesson for Tuesday is planned to stimulate their curiosity. On Wednesday, weather is discussed. Encourage the child to talk about what weather is needed for sledding? for swimming? What are some of the things he likes to do on a rainy day? Observe the weather on the day you visit and discuss it with the child.

Thursday's lesson discusses the five senses: seeing, hearing, tasting, smelling, and feeling. As you talk about the weather, you might ask questions such as: How does ice feel to the touch? What about snow? What about sand on a hot summer day--on your bare feet (or a sidewalk on a hot summer day)? Have the child touch different objects or surfaces and describe how they feel to his touch. For example: Glass is smooth. Some rugs are rough. A hair brush is prickly. Ice is cold. A kitten is soft and warm. Talk with the child about sounds and things he sees. Encourage him to use sentences containing descriptive words. For example: Thunder is loud. The music is soft (or loud). The tree is green, tall, etc. Ask the child if he can name something that tastes sweet, sour, salty, etc. While talking about smell, you could mention the aroma of evergreen trees, flowers, foods, etc.

The children learn about birthdays on Friday; friendship and sharing are discussed. Now is a good time to look at the calendar. Perhaps the child can tell you when his birthday is and help you find it on the calendar. Ask the child how old he is. You might talk about the birthday of other members of the family. Let the child tell you how he shares with his friends and family.

MOBILE CLASSROOM INSTRUCTIONAL GUIDE
Home-Oriented Preschool Education

Week 14

Goals	Suggested Activities	Suggested Materials	Evaluation and Comments by Teacher
Child listens/reacts to rhymes.	Encourage children to say favorite nursery rhymes.	Nursery Rhyme Book	
Child distinguishes rhyming words.	Discuss the rhyming words in the rhymes. Ask children to think of words that rhyme with their names.		
Child engages in basic forms of movement.	Suggest that the children run, walk, jump, and hop using Sound Activated Lighting Display.	Sound Activated Lighting Display	
Child identifies and applies time-related terms (today, yesterday, tomorrow).	Use time-related terms while talking with the children.		

MOBILE CLASSROOM INSTRUCTIONAL GUIDE
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Week 14 (Cont'd.)

Goals	Suggested Activities	Suggested Materials	Evaluation and Comments by Teacher
Child engages in dramatic play.	Suggest that children act out scenes depicting different types of weather and ask group to guess what kind of weather is being depicted.		
Child listens/reacts to a story.	Read story and initiate discussion about it.	Book	
Child holds and uses a crayon comfortably.	Discuss birthdays and ask children to draw pictures about something that happened on their birthday. Discuss pictures.	Large sheet of paper Crayons	

Concepts to be reviewed/developed:

Letters: r, B, m
Numeral: 0
Geometric shapes

Suggested stories:

Henny Penny

Hobar, Russell. Bread and Jam for Frances. Harper and Row.

Carter, Katherine. Willie Waddle. Steck Vaughn Co.

Gibson, Myra. What is Your Favorite Thing to Hear? Grosset and Dunlap.

Gibson, Myra. What is Your Favorite Smell, My Dear? Grosset and Dunlap.

Gibson, Myra. What is Your Favorite Thing to Touch? Grosset and Dunlap.

Steiner, Charlotte. My Bunny Feels Soft. Knopp

Buckley, Helen E. The Little Boy and the Birthdays. Lothrop, Lee and Shepherd Co., Inc.

Appendix

HOPE Development Staff

The following persons have made significant contributions to the development and diffusion of the Home-Oriented Preschool Education Program. Two categories are recognized: Consultants--affiliated with other institutions while working with the Laboratory on a short-term basis; and Laboratory staff members--who have been full-time employees of Appalachia Educational Laboratory.

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